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|  | Prep Year to Year 2 band plan — Australian Curriculum: Dance  Overview for planning with the Australian Curriculum: The Arts |

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| School name: | | | | | | | | | | | |
| Australian Curriculum: The Arts Band: Prep–2 Arts subject: Dance | | | | | | | | | | | |
| Identify curriculum[[1]](#footnote-1) | **Course organisation** | The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.  The Australian Curriculum: The Arts covers each of the five Arts subjects — Dance, Drama, Media Arts, Music and Visual Arts — across bands of year levels:   * Foundation to Year 2[[2]](#footnote-2) * Years 3 and 4 * Years 5 and 6 * Years 7 and 8 * Years 9 and 10.   Each subject focuses on its own practices, terminology and unique ways of looking at the world. Together they provide opportunities for students to learn how to create, design, represent, communicate and share their imagined and conceptual ideas, emotions, observations and experiences.  In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.  In addition to the overarching aims of the Australian Curriculum: The Arts — Dance knowledge, understanding and skills ensure that, individually and collaboratively, students develop:   * body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently * choreographic and performance skills and appreciation of their own and others’ dances * aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences * respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.   Content descriptions in each Arts subject reflect the interrelated strands of Making and Responding.   * *Making* includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions. * *Responding* includes exploring, responding to, analysing and interpreting artworks.   In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision-making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.  The Arts band plans are organised to:   * align with the Australian Curriculum: The Arts * identify opportunities for teaching, learning, assessment and feedback, organised in units according to band levels, and developed using the Australian Curriculum: Dance content descriptions and achievement standards.   The Arts band plans provide flexibility to:   * make decisions about how the subject will be implemented, based on the local context and needs of students in schools * implement each of the Australian Curriculum: The Arts subjects at least once per band. | | | | | | | | | |
|  | **Phase curriculum focus** | Curriculum focus: Prep Year to Year 2  Students bring to school diverse backgrounds and a range of experiences in the arts. They are curious about their personal world and are interested in exploring it. In Foundation to Year 2, the Australian Curriculum: The Arts builds on the Early Years Learning Framework and its key learning outcomes, namely: children have a strong sense of identity; children are connected with, and contribute to, their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators. The Arts in Foundation to Year 2 builds on these as rich resources for further learning about each of the art forms.  In the early years, play is important in how children learn; it provides engagement, then purpose and form. In the Arts, students have opportunities to learn through purposeful play[[3]](#footnote-3) and to develop their sensory, cognitive and affective appreciation of the world around them through exploratory, imaginative and creative learning. Purposeful play engages students in structured activities that can be repeated and extended. This repetition is a form of practising and supports the sequential development of skills in the Arts. Students will learn about and experience connections between the art forms.  The arts in the local community includes the arts of all the cultural groups represented in that community and is the initial focus for learning in the Arts at school. Students are also aware of and interested in arts from more distant locations and the curriculum provides opportunities to build on this curiosity. Students learn that Aboriginal and Torres Strait Islander Peoples have a strong identity, in which respect for Country and Place continues to grow. They learn that Aboriginal and Torres Strait Islander storytelling is history which can be oral or told through paintings, dance or music. Students have opportunities to participate in a variety of Aboriginal and Torres Strait Islander art forms that are publicly available for broader participation in their community. Students may also extend their cultural expression with appropriate community consultation and endorsement. | | | | | | | | | |
| **Band description** | In Foundation to Year 2, students explore dance. They learn about how dance can represent the world and they make dances to represent their ideas about the world. They share their dance with peers and experience dance as audiences.  In Foundation to Year 2, learning in Dance builds upon the Early Years Learning Framework. Students are engaged through purposeful play in structured activities, fostering a strong sense of wellbeing and developing students’ connection with and contribution to the world.  Students become aware of their bodies and learn about the body bases, parts and zones used in dance. They explore space, time, dynamics and relationships as they make and observe dances. They explore locomotor and non-locomotor movements and use these fundamental movement skills in their own dance. They experiment with simple technical and expressive skills and begin to learn about choreographic devices through selecting and organising movements in their own dances.  In the Foundation Year, students undertake dance suitable to their level of development.  As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dances and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. While dance in the local community should be the initial focus for learning, students are also aware of and interested in dance from more distant locations and the curriculum provides opportunities to build on this curiosity. Students will learn that dances are used by Aboriginal and Torres Strait Islander Peoples for different purposes.  As they make and respond to dance, students explore meaning and interpretation, forms and elements and social and cultural contexts of dance. They make simple evaluations of dance expressing what they like and why. Students learn about safe dance practices. They experience the role of artist and they respond to feedback in their dance making. As an audience they learn to focus their attention on the performance and to respond at the end of the performance. | | | | | | | | | |
| **Achievement standard** | By the end of Year 2, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) the effect of the elements in dance they make, perform and view and where and why people dance.  Students use the elements of dance to make and perform dance sequences that [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) fundamental movement skills to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) ideas. Students [demonstrate](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Demonstrate) safe practice. | | | | | | | | | |
| **Content descriptions** | For each unit:   * Explore, improvise and organise ideas to make dance sequences using the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) [(ACADAM001)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM001) * Use fundamental movement skills to develop [technical skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technical+skills) when practising dance sequences [(ACADAM002)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM002) * Present dance that communicate ideas to an [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience), including dance used by cultural groups in the community [(ACADAM003)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM003) * Respond to dance and consider where and why people dance, starting with dances from Australia including dances of Aboriginal and Torres Strait Islander Peoples [(ACADAR004)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR004) | | | | | | | | | |
| Teaching and learning | **Viewpoints[[4]](#footnote-4)**  👁 | The Australian Curriculum: The Arts outlines a range of viewpoints — a collection of perspectives, lenses or frames through which artworks can be explored and interpreted. These perspectives, lenses and frames include the contexts, knowledge and evaluations students consider when both making and responding to artworks.  Learning in and through Dance enhances students’ knowledge and understanding of diverse cultures and contexts and develops their personal, social and cultural identity.  In both Making and Responding, students learn that meanings can be generated from different viewpoints and that these shift according to different world encounters. As students make, investigate or critique dances as choreographers, dancers and audiences, they may ask and answer questions to consider the choreographers’ and dancers’ meanings and the audiences’ interpretations. Meanings and interpretations are informed by an understanding of how the elements of dance, materials, skills and processes are used in differing social, cultural and historical contexts. These questions provide the basis for making informed critical judgments about their own dance and the dance they see as audiences. The complexity and sophistication of such questions will develop across Foundation to Year 10. In the later years, students will consider the interests and concerns of choreographers, dancers and audiences regarding philosophies and ideologies, critical theories, institutions and psychology.  Key questions: Prep Year to Year 2 | | | | | | | | | |
| * Context as artist and audience * What sorts of dance are you familiar with? * Where and why do people dance? * How are the elements of dance used in dance works? | | * Knowledge as artist and audience * What sort of movements do you see? | | | | | | * Evaluations as artist and audience * What does dance make you think about and why? * What do you like about dance you watch or make? | |
| **Unit overviews**  The Australian Curriculum assumes that all students will study the five Arts subjects from Foundation to the end of Year 6.  Schools decide which units of study per subject to complete, and how and when. This band plan provides five potential units. | Unit 1 — Dancing characters | Unit 2 — Shape dance | | **Unit 3 — Dancing seasons** | | **Unit 4 — Cultural dance** | | | | **Unit 5 — Action stories** |
| Children make and respond to dance by exploring characters in stories and rhymes as stimulus.  Children will:   * explore, improvise and organise dance ideas by exploring characters or action in stories or rhymes to make dance sequences using the elements of dance (space, time, dynamics, relationships) * use fundamental movement skills to develop technical skills when practising dance sequences that explore ideas about characters * present dance sequences that communicate ideas about characters to an audience * respond to dances about stories and characters, considering where and why people dance, including dances of Aboriginal peoples and Torres Strait Islander peoples and Asian dance. | Children make and respond to dance by exploring two-dimensional shapes and three-dimensional objects as stimulus.  Children will:   * explore, improvise and organise by exploring ideas about shapes and objects to make dance sequences using the elements of dance (space, time, dynamics, relationships) * use fundamental movement skills to develop technical skills when practising dance sequences * present dance sequences that communicate ideas about shapes and objects to an audience * respond to dances, considering the use of shape and where and why people dance, including dances of Aboriginal peoples and Torres Strait Islander peoples and Asian dance. | | Children make and respond to dance by exploring connections with seasons in dance of their own and other cultures as stimulus.  Children will:   * explore, improvise and organise ideas about seasons to make dance sequences using the elements of dance (space, time, dynamics, relationships) * use fundamental movement skills to develop technical skills when practising dance sequences * present dance sequences that communicate ideas about seasons to an audience * respond to dances about seasons, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian dance. | | Children make and respond to dance by exploring dance from other countries and cultural groups as stimulus.  Children will:   * explore, improvise and organise ideas by exploring dances from countries/cultural groups (as appropriate) to develop their own dance sequences using the elements of dance (space, time, dynamics, relationships) * use fundamental movement skills to develop technical skills when practising dance sequences from other countries/communities * present dance sequences that communicate new dance ideas to an audience * respond to dances from a range of countries/communities, considering where and why people dance, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian dance. | | | | Children make and respond to dance by exploring action stories as stimulus.  Children will:   * explore, improvise and organise ideas about action stories to make dance sequences using the elements of dance (space, time, dynamics, relationships) * use fundamental movement skills to develop technical skills when practising action story dance sequences * present dance sequences that communicate ideas about action stories to an audience * respond to dances, considering where and why people dance, starting with dances from Australia, including dances of Aboriginal Peoples and Torres Strait Islander Peoples and Asian dance. |
| **General capabilities** | Literacy  Numeracy    Critical and creative thinking    Personal and social capability     Intercultural understanding | | | | | | | | | |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures     Asia and Australia’s engagement with Asia | | | | | | | | | |
| Develop assessment | **Assessment**  The *Prep Year to Year 2 The Arts: Australian Curriculum in Queensland — assessment and reporting advice and guidelines* brings together advice about assessment, making judgments and reporting in a single document: [www.qcaa.qld.edu.au/downloads/p\_10/ac\_arts\_p2.pdf](https://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_p2.pdf). | Unit 1 — Dancing characters | Unit 2 — Shape dance | | | **Unit 3 — Dancing seasons** | | **Unit 4 — Cultural dance** | | | **Unit 5 — Action stories** |
| The assessment for each unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Dance Foundation to Year 2 achievement standard. Children should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard. It will gather evidence of children’s ability to: | | | | | | | | | |
| * describe the effect of the elements in dance they make, perform and view and where and why people dance about characters * make and perform dance sequences using the elements of dance, that demonstrate fundamental movement skills to represent ideas about stories, rhymes and characters * perform dance safely to develop technical skills to communicate ideas about characters to an audience. | * describe the effect of the elements in dance they make, perform and view and where and why people dance using two-dimensional shapes and three-dimensional objects * make and perform dance sequences using the elements of dance and the stimulus of two-dimensional shapes and three-dimensional objects to represent their ideas * perform dance safely to develop technical skills to communicate ideas about shapes to an audience. | | | * describe the effect of the elements in dance they make, perform and view and where and why people dance about the seasons * make and perform dance sequences using the elements of dance, that demonstrate fundamental movement skills to represent ideas about the seasons * perform dance safely to develop technical skills to communicate ideas about seasons to an audience. | | | * describe the effect of the elements in dance they make, perform and view and where and why people from other countries and cultural groups dance * make and perform dance sequences from other countries and cultures using the elements of dance, that demonstrate fundamental movement skills to represent ideas * perform cultural dances safely to develop technical skills to communicate ideas to an audience. | | * describe the effect of the elements in dance they make, perform and view and where and why people dance using action stories as stimulus * make and perform dance sequences conveying action stories using the elements of dance, that demonstrate fundamental movement skills to represent ideas * perform dance safely to develop technical skills to communicate ideas about action stories to an audience. |
| Make judgments  and use feedback | **Consistency of teacher judgments** | * Make judgments of student achievements using the relevant achievement standards and task-specific standards. * Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. * Make consistent and comparable judgments by matching characteristics of the student work and qualities in the achievement standards. | | | | | | | | | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* —[www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1](http://www.australiancurriculum.edu.au/the-arts/curriculum/f-10?layout=1). [↑](#footnote-ref-1)
2. Prep Year in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January are required to be five years of age by 30 June. [↑](#footnote-ref-2)
3. Purposeful play is a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations (*Early Years Learning Framework*). [↑](#footnote-ref-3)
4. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Dance: Rationale and Learning in Dance*, [www.australiancurriculum.edu.au/the-arts/dance/rationale](http://www.australiancurriculum.edu.au/the-arts/dance/rationale). [↑](#footnote-ref-4)