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|  | Years 3 and 4 standard elaborations — Australian Curriculum: Dance |

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| **Purpose** | The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five‑point scale. These can be used as a tool for:   * making consistent and comparable judgments about the evidence of learning in a folio of student work * developing task-specific standards for individual assessment tasks. |
| **Structure** | The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Dance achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — responding and making. Making is further broken down into choreographing and performing. Teachers use the achievement standard during and at the end of a period of teaching to make on‑balance judgments about the quality of learning students demonstrate.  In Queensland the achievement standard represents the **C standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The discernible differences or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix. |

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| **Years 3 and 4 Australian Curriculum: Dance achievement standard** | |
| By the end of Year 4, students describe and discuss similarities and differences between dances they make, perform and view. They discuss how they and others organise the elements of dance in dances depending on the purpose.  Students structure movements into dance sequences and use the elements of dance and choreographic devices to represent a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus. | |
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| **Source** | Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum Version 8 The Arts: Dance,  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance) |

## Years 3 and 4 Dance standard elaborations

|  | |  | A | | B | | C | D | E |
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|  | |  | The folio of a student’s work has the following characteristics: | | | | | | |
| Responding | | | thorough description and discussion of similarities and differences between dances made, performed and viewed | informed description and discussion of similarities and differences between dances made, performed and viewed | | | description and discussion of similarities and differences between dances made, performed and viewed | identification of similarities and differences between dances made, performed and viewed | statements about similarities and differences in dances |
| thorough discussion of how they and others organise the elements of dance in dances depending upon the purpose | informed discussion of how they and others organise the elements of dance in dances depending upon the purpose | | | discussion of how they and others organise the elements of dance in dances depending upon the purpose | identification of the elements of dance they and others have used in dances | statements about the elements of dance |
| Making | Choreographing | | skilful and effective structure of movements into dance sequences and use of the elements of dance and choreographic devices to clearly and effectively represent a story or mood | | effective structure of movements into dance sequences and use of the elements of dance and choreographic devices to effectively represent a story or mood | structure of movements into dance sequences and use of the elements of dance and choreographic devices to represent a story or mood | | structure of aspects of movements into dance sequences and uneven use of aspects of the elements of dance and choreographic devices to represent a story or mood | sporadic use of aspects of the elements of dance and choreographic devices when collaborating to select movements |
| Performing | | skilful and effective performance using control, accuracy, projection and focus | | effective performance using control, accuracy, projection and focus | performance using control, accuracy, projection and focus | | uneven performance using aspects of control, accuracy, projection and focus | fragmented performance using fragmented control, accuracy, projection and focus |

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| Key | shading emphasises the qualities that discriminate between the A–E descriptors |

## Notes

### Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

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| Dimension | Description |
| **understanding** | the concepts underpinning and connecting knowledge in a learning area, related to a student’s ability to appropriately select and apply knowledge to solve problems in that learning area |
| **skills** | the specific techniques, strategies and processes in a learning area |

### Terms used in Years 3 and 4 Dance standard elaborations

These terms clarify the descriptors in the Years 3 and 4 Dance SEs. Descriptions are drawn from:

* ACARA Australian Curriculum: The Arts glossary,   
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary/)
* ACARA The Arts: Dance > Examples of knowledge and skills > Years 3 and 4,  
  [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance/example-of-knowledge-and-skills](https://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance/example-of-knowledge-and-skills/)
* other sources, to ensure consistent understanding.

| Term | Description |
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| artist | generic term for the maker of an artwork in each of the five arts subjects;  artists include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make [hybrid artworks](#hybrid_artwork) |
| artwork | generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term artwork; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles;  artworks include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes [hybrid artworks](#hybrid_artwork) |
| aspects | particular parts or features |
| body | in Years 3 and 4 Dance, examples for body include:   * body parts/actions — for example, gestures * body zones — for example, body areas of front and back; cross-lateral — left arm and right leg * body bases — for example, seat as base |
| body awareness | focuses on the individual’s own [body](#body) shapes, body bases, body parts, locomotor and non-locomotor movements |
| body bases | [body](#body) parts that support the rest of the body (e.g. when standing, the feet are the body base; when kneeling, the knees are the body base) |
| body parts | using isolated parts or sections of the [body](#body) (e.g. arms, legs, head, torso, feet, hands) |
| body zones | [body](#body) areas of right side, left side, front, back, upper half and lower half |
| choreographic devices | the tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon;  in Years 3 and 4 Dance, examples for choreographic devices include:   * contrast * repetition |
| choreographing | includes learning about and using the [elements of dance](#elements_of_dance), production elements, [choreographic devices](#choreographic_devices) and choreographic forms to plan and make dance [sequences](#sequence) that communicate ideas and intentions |
| clearly | easy to perceive, understand, or interpret; without ambiguity |
| cohesive | characterised by being united, bound together or having integrated meaning |
| collaborate; collaborating | to work jointly on an activity or project;  in Years 3 and 4 Dance, students must be given opportunities to work collaboratively to make and perform dances |
| communication | in The Arts, *communication* means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience |
| dance sequence | see [sequence](#sequence) |
| description; describe | give an account of characteristics or features |
| discussion; discuss | talk or write about a topic, taking in to account different issues or ideas |
| dynamics | in Dance, *dynamics* refers to how movement is performed, and includes the weight, force, and/or energy that are applied to movement over time (e.g. heavy to light weight, strong to gentle force, or fast to slow release of energy) |
| effectively; effective | meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;  in Dance, effective means meeting the purpose by communicating meaning with impact |
| elements of dance | in Dance, the elements of dance are:   * space: where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space * time: when dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat * [dynamics](#dynamics): how dance is performed, including weight, force, energy and movement qualities * relationships: associations or connections occurring when the body dances:   + between body parts (e.g. right arm to left arm, hand to face)   + the body and the floor (e.g. close to, away from)   + the body and objects (e.g. a chair, fan, stick, scarf)   + the body and space (e.g. an expansive or limited relationship)   + the body and others (e.g. dance to one or more dancers);   in Years 3 and 4 Dance, examples for the elements of dance include:   * space   + level — for example, moving at a level, moving between levels   + directions — for example, diagonal, circular   + shapes — for example, symmetry versus asymmetry, organic versus geometric shape, angular versus curved shape   + dimension — size of movement, for example, large, small, narrow, wide   + pathways — for example, in air, on floor   + positive and negative space * time   + tempo — for example, sustained, increasing and decreasing speeds   + rhythm — for example, regular, irregular   + stillness — for example, pausing; freezing; holding a shape for a moment, then continuing with a dance sequence * dynamics   + controlling and combining different movement qualities, for example, a smooth, sustained movement followed by a percussive, jagged movement; limp, floppy movements followed by stiff, sharp movements   + force — for example, lightness/strength * relationships   + groupings — solo; connected; group formations, for example, conga line dances, making group shapes   + spatial relationships — for example, over, under, near, far   + interaction — for example, lead/follow, meet/part with a partner/group   + relationships between different body parts   + use of objects/props to communicate dance ideas |
| expressive skills | in Dance, the use of facial expression to communicate in performance;  in Years 3 and 4 Dance, examples for expressive skills include:   * projection * focus |
| focus | to concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent;  in Dance, focus means to concentrate on the dancer’s line of sight or dramatic action |
| fundamental movement skills | * locomotor movements   + travelling movements   + movement from one space to another such as walking, running, hopping, skipping, leaping or crawling * non-locomotor movements   + movement of the body occurring above a stationary base   + on the spot movements;   also called axial movement (e.g. bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying);  in Years 3 and 4 Dance, examples for fundamental movement skills include:   * locomotor movements — adding and combining more complex movements, for example, running, galloping, sliding, crawling * non-locomotor movements — for example, rising, pulling, swinging, spinning, twisting, collapsing, curling |
| hybrid artwork | the combination of more than one art form within an artwork |
| identification; identify | establish or indicate who or what someone or something is |
| informed | having relevant knowledge; being conversant with the topic;  in Dance, this includes how the knowledge and skills ([elements of dance](#elements_of_dance), [choreographic devices](#choreographic_devices) and production elements) work together to communicate meaning or intent in and through dance |
| locomotor movements | see [fundamental movement skills](#fundamental_movement_skills) |
| 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 |
| mood and atmosphere | in Dance, the feeling or tone of the physical space, the movement and the production elements created by or emerging from the performance |
| non-locomotor movements | see [fundamental movement skills](#fundamental_movement_skills) |
| perform; performing | includes learning about and using knowledge and application of technical skills and expressive skills to present and share artworks with audiences that communicate ideas and intentions;  in Dance, includes dancing |
| projection | in Dance, the communication of meaning through extension and focus of the body |
| purpose; purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| representation | the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs;  in Dance, also includes the expression of movement |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| rhythm | in Dance, combination of long and short movements |
| safe dance practices | the practice of selecting and executing safe movement; the focus is on providing dance activities and exercises which allow students to participate without risk of injury; all dance movement should be performed relevant to an individual’s body type and capabilities;  in Years 3 and 4 Dance, examples for safe dance practices include:   * warming up their bodies before executing more complex and contrasting movement patterns in dance sequences and cooling/calming down afterwards * removing socks if the floor surface is slippery (and clean) |
| select | choose in preference to another or others |
| sequence | the linking together of stories or ideas, much like words linked together to form sentences and paragraphs;  in Dance, a [choreographic device](#choreographic_devices) where movements are linked together to form a series of movements or phrases |
| skilful | in Dance, in the context of:   * creating artworks, this includes considered selection, management and application of the [elements of dance](#elements_of_dance) * sharing artworks, this includes a high degree of proficiency and polish |
| sporadic | appearing, happening now and again or at intervals; irregular or occasional |
| statement; state | a sentence or assertion |
| structure | organising ideas, and using story structures and tension to engage an audience;  in Dance, includes organising the [elements of dance](#elements_of_dance), [choreographic devices](#choreographic_devices) and choreographic forms to communicate and/or represent a story or mood |
| sustained | continuing for an extended period or without interruption |
| technical skills | combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice;  in Dance, proficiencies developed through the acquisition of appropriate strength, flexibility, coordination and endurance in the performance of body actions, [locomotor](#locomotor_movement) and [non-locomotor movements](#nonlocomotor_movement), and developed with practice to perform in specific dance styles;  in Years 3 and 4 Dance, examples for technical skills include:   * body control * accuracy * body awareness * alignment * strength * balance and coordination |
| thorough | demonstrating depth and breadth, inclusive of relevant detail;  in Dance, *thorough* means demonstrating depth and breadth of dance knowledge and skills |
| uneven | not properly corresponding or aligning; not in keeping with |