

Years 3 and 4 standard elaborations — Australian Curriculum: Dance

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.

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.

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

Years 3 and 4 Dance standard elaborations

		A	B	C	D	E
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
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.

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
- 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
- other sources, to ensure consistent understanding.

Term	Description
artist	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make hybrid artworks
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 <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes hybrid artworks
aspects	particular parts or features
body	in Years 3 and 4 Dance, examples for <i>body</i> include: <ul style="list-style-type: none">• 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 shapes, body bases, body parts, locomotor and non-locomotor movements
body bases	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 (e.g. arms, legs, head, torso, feet, hands)
body zones	body areas of right side, left side, front, back, upper half and lower half

Term	Description
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 <i>choreographic devices</i> include: <ul style="list-style-type: none"> • contrast • repetition
choreographing	includes learning about and using the elements of dance , production elements, choreographic devices and choreographic forms to plan and make dance sequences 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, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience
dance sequence	see 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, <i>dynamics</i> 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, <i>effective</i> means meeting the purpose by communicating meaning with impact
elements of dance	in Dance, the <i>elements of dance</i> are: <ul style="list-style-type: none"> • 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: how dance is performed, including weight, force, energy and movement qualities • relationships: associations or connections occurring when the body dances: <ul style="list-style-type: none"> – 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 <i>elements of dance</i> include: <ul style="list-style-type: none"> • space <ul style="list-style-type: none"> – level — for example, moving at a level, moving between levels – directions — for example, diagonal, circular – shapes — for example, symmetry versus asymmetry, organic versus geometric

Term	Description
	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – 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	<p>in Dance, the use of facial expression to communicate in performance;</p> <p>in Years 3 and 4 Dance, examples for <i>expressive skills</i> include:</p> <ul style="list-style-type: none"> • projection • focus
focus	<p>to concentrate the attention on a spatial direction or a point in space to intensify attention or increase the projection of intent;</p> <p>in Dance, <i>focus</i> means to concentrate on the dancer's line of sight or dramatic action</p>
fundamental movement skills	<ul style="list-style-type: none"> • locomotor movements <ul style="list-style-type: none"> – travelling movements – movement from one space to another such as walking, running, hopping, skipping, leaping or crawling • non-locomotor movements <ul style="list-style-type: none"> – movement of the body occurring above a stationary base – on the spot movements; <p>also called <i>axial movement</i> (e.g. bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying);</p> <p>in Years 3 and 4 Dance, examples for <i>fundamental movement skills</i> include:</p> <ul style="list-style-type: none"> • 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	<p>the combination of more than one art form within an artwork</p>
identification; identify	<p>establish or indicate who or what someone or something is</p>
informed	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Dance, this includes how the knowledge and skills (elements of dance, choreographic devices and production elements) work together to communicate meaning or intent in and through dance</p>

Term	Description
locomotor movements	see 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
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 <i>safe dance practices</i> include: <ul style="list-style-type: none"> • 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 where movements are linked together to form a series of movements or phrases
skilful	in Dance, in the context of: <ul style="list-style-type: none"> • <i>creating artworks</i>, this includes considered selection, management and application of the elements of dance • <i>sharing artworks</i>, 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

Term	Description
structure	organising ideas, and using story structures and tension to engage an audience; in Dance, includes organising the elements of dance , 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	<p>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 and non-locomotor movements, and developed with practice to perform in specific dance styles;</p> <p>in Years 3 and 4 Dance, examples for <i>technical skills</i> include:</p> <ul style="list-style-type: none"> • body control • accuracy • body awareness • alignment • strength • balance and coordination
thorough	demonstrating depth and breadth, inclusive of relevant detail; in Dance, <i>thorough</i> means demonstrating depth and breadth of dance knowledge and skills
uneven	not properly corresponding or aligning; not in keeping with