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|  | Years 3 and 4 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: Years 3–4 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: Years 3 to 6  Through the primary years, students draw on their growing experience of family, school and the wider community to develop their understanding of the world and their relationships with others. In Years 3 to 6, learning in the Arts occurs both through integrated curriculum and The Arts subject-specific approaches. Some of the instinct to play evident in the early years becomes formalised into both experimentation and artistic practice. Students in these years increasingly recognise the connections between the Arts and other learning areas.  While arts in the local community continues to be the initial focus for learning in the Arts, 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 tell history through combinations of art forms. They learn that particular Aboriginal and Torres Strait Islander histories have been recorded and will explore the meanings of stories and styles in which they are told. 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.  Students also study artworks which represent Australia’s connections with other places, the effects of these interconnections and the factors that affect people’s knowledge and opinions of other places.  During these years of schooling, students’ thought processes become more logical and consistent, and they gradually become more independent as learners. Students talk about changes in their own thinking, performance or making, giving reasons for their actions and explaining and demonstrating their organisation of ideas. They begin to recognise, appreciate and value the different ways in which others think, act and respond to artworks and consider how practices in the Arts may be enacted and sustained. |
| **Band description** | In Years 3 and 4, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance independently and collaboratively with their classmates and teachers.  Students extend their awareness of the body as they incorporate actions using different body parts, body zones and bases. They explore and experiment with directions, time, dynamics and relationships using groupings, objects and props. They extend their fundamental movement skills adding and combining more complex movements. Students use technical skills including accuracy and awareness of body alignment and expressive skills including projection and focus.  As they experience dance, students draw on dances from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students learn about dance in their community. They also learn about dance from more distant locations that may be represented in their community. Students learn that Aboriginal and Torres Strait Islander dances use expressive skills to communicate ideas and tell stories.  As they make and respond to dance, students explore meaning and interpretation, elements and forms including shapes and sequences of dances, and social and cultural contexts of dance. They make personal evaluations of dances.  Students learn about warm-up and cool down for safe dance practice and careful selection of dress and footwear. Their understanding of the role of the artist and the audience builds upon their experience from the previous band. As an audience, students focus their attention on the performance and respond to the performance. They consider why and how audiences respond to performance. |
| **Achievement standard** | By the end of Year 4, students [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Describe) and [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) similarities and differences between dances they make, perform and view. They [discuss](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Discuss) how they and others [organise](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Organise) the elements of dance in dances depending upon the purpose.  Students structure movements into dance sequences and use the elements of dance and choreographic devices to [represent](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Represent) a story or mood. They collaborate to make dances and perform with control, accuracy, projection and focus. |
| **Content descriptions** | For each unit:   * Improvise and structure movement ideas for dance sequences using the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and [choreographic devices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=choreographic+devices) [(ACADAM005)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM005) * [Practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) [technical skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technical+skills) safely in fundamental movements [(ACADAM006)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM006) * Perform dances using [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) to communicate ideas, including telling cultural or community stories [(ACADAM007)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM007) * Identify how the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and production elements express ideas in dance they make, perform and experience as [audience](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=audience), including exploration of Aboriginal and Torres Strait Islander dance [(ACADAR008)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR008) |
| Teaching and learning | **Viewpoints[[3]](#footnote-3)**  👁 | 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: Years 3 and 4   * Context as artist and audience: * Why do you think people from different cultures dance? * What does dance tell us about the past, people and places? * Knowledge as artist and audience: * How do people structure movement using choreographic devices to communicate ideas in dance? * How are the elements of dance such as space, time, dynamics and relationships used in dance? * What production elements are used in dance? * Evaluations and judgments as artist and audience: * How does dance make you feel and why? * Is there a story in the dance? |

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|  | 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 are to complete, and how and when. This band plan provides three potential units. | Unit 1 — Celebrating dance | Unit 2 — Dance messages | Unit 3 — Wildlife warriors |
| Students make and respond to dance by exploring dance used in celebrations from a range of cultures.  Students will:   * improvise and structure movement ideas for dance sequences suitable for Australia’s National day using the elements of dance and choreographic devices * practise technical skills safely in fundamental movements * perform dances using expressive skills to communicate ideas about celebrations and commemorations * identify how the elements of dance and production elements express ideas in dance for celebrations and commemorations including dance by Aboriginal peoples, Torres Strait Islander peoples and Asian peoples. | Students make and respond to dance by exploring how dance is used to represent traditional stories from a variety of Asian countries as a stimulus.  Students will:   * improvise and structure movement ideas for dance sequences that express messages or morals using the elements of dance and choreographic devices * practise technical skills safely in fundamental movements * perform dances using expressive skills to communicate a message or a moral * identify how the elements of dance and production elements express ideas about messages or morals in traditional dance including those of Aboriginal peoples, Torres Strait Islander peoples and Asian peoples. | Students make and respond to dance by exploring ways of expressing ideas and stories about the environment through dance.  Students will:   * improvise and structure movement ideas about the environment for dance sequences using the elements of dance and choreographic devices * practise technical skills safely in fundamental movements * perform dances using expressive skills to communicate ideas about the environment * identify how the elements of dance and production elements express ideas in dance, including those on the environment and including dance by Aboriginal peoples, Torres Strait Islander peoples and Asian peoples. |
|  | **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 *Year 3 to Year 6 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\_yr3-6.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr3-6.pdf). | Unit 1 — Celebrating dance | Unit 2 — Dance messages | **Unit 3 — Wildlife warriors** |
| 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 Years 3 and 4 achievement standard. Students 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 their ability to: | | |
| * describe and discuss similarities and differences between dances for celebration that they make, perform and view * discuss how they and others organise the elements of dance in dances for celebrations * structure movements into dance sequences and use the elements of dance and choreographic devices to represent celebrations * collaborate to make dances of celebration and perform with control, accuracy, projection and focus. | * describe and discuss similarities and differences between dances representing traditional stories that they make, perform and view * discuss how they and others organise the elements of dance when conveying traditional stories in dance * structure movements into dance sequences and use the elements of dance and choreographic devices to express ideas from traditional stories * collaborate to make dances that incorporate traditional stories, and perform them with control, accuracy, projection and focus. | * describe and discuss similarities and differences between dances about the environment that they make, perform and view * discuss how they and others organise the elements of dance in dances to express ideas and stories about the environment * structure movements into dance sequences and use the elements of dance and choreographic devices to express ideas and stories about the environment * collaborate to make dances about the environment, and perform them with control, accuracy, projection and focus. |
| 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. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: The Arts* *— Dance: Rationale* and *Learning in Dance,* <http://www.australiancurriculum.edu.au/the-arts/dance/rationale> [↑](#footnote-ref-3)