

Years 5 and 6 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 5 and 6 Australian Curriculum: Dance achievement standard

By the end of Year 6, students explain how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They describe characteristics of dances from different social, historical and cultural contexts that influence their dance making.

Students structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that communicate meaning. They work collaboratively to perform dances for audiences, demonstrating technical and expressive skills.

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 5 and 6 Dance standard elaborations

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Responding		thorough explanation of how meaning is communicated in dances made, performed and viewed through the use of: <ul style="list-style-type: none"> • elements of dance • choreographic devices • production elements 	informed explanation of how meaning is communicated in dances made, performed and viewed through the use of: <ul style="list-style-type: none"> • elements of dance • choreographic devices • production elements 	explanation of how meaning is communicated in dances made, performed and viewed through the use of: <ul style="list-style-type: none"> • elements of dance • choreographic devices • production elements 	description of how meaning is communicated in dances made, performed and viewed through the use of: <ul style="list-style-type: none"> • elements of dance • choreographic devices • production elements 	statements about: <ul style="list-style-type: none"> • elements of dance • choreographic devices • production elements
		thorough description of characteristics of dances from different social, historical and cultural contexts that influence their dance making	informed description of characteristics of dances from different social, historical and cultural contexts that influence their dance making	description of characteristics of dances from different social, historical and cultural contexts that influence their dance making	identification of characteristics of dances from different social, historical and cultural contexts	statements about dances from different social, historical and cultural contexts
Making	Choreographing	skilful and effective structure of movement into dance sequences and use of the elements of dance and choreographic devices to make dances that clearly and effectively communicate meaning	effective structure of movement into dance sequences and use of the elements of dance and choreographic devices to make dances that effectively communicate meaning	structure of movement into dance sequences and use of the elements of dance and choreographic devices to make dances that communicate meaning	structure of movement into uneven dance sequences and use of aspects of the elements of dance and choreographic devices to make dances that communicate meaning	sporadic use of aspects of dance sequences and sporadic use of aspects of elements of dance and choreographic devices
	Performing	skilful and effective performance of dances for audiences, demonstrating cohesive and effective technical and expressive skills	effective performance of dances for audiences, demonstrating effective technical and expressive skills	performance of dances for audiences, demonstrating technical and expressive skills	guided performance of dances for audiences, demonstrating aspects of technical and expressive skills	directed performance of dances for audiences, demonstrating sporadic use of aspects of technical and expressive skills
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 5 and 6 Dance standard elaborations

These terms clarify the descriptors in the Years 5 and 6 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 5 and 6, 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 5 and 6 Dance, examples for <i>body</i> include: <ul style="list-style-type: none">• body zones/parts/actions — for example, arm and leg gestures that lead toward, away from and around own body
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
characteristics	in Dance, distinguishing features of a dance performance

Term	Description
choreographic devices	<p>the tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon;</p> <p>in Years 5 and 6 Dance, examples for <i>choreographic devices</i> include:</p> <ul style="list-style-type: none"> • canon • unison
choreographing	<p>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</p>
clearly	<p>easy to perceive, understand, or interpret; without ambiguity</p>
cohesive	<p>characterised by being united, bound together or having integrated meaning</p>
collaborate; collaborating; collaboratively	<p>to work jointly on an activity or project;</p> <p>in Years 5 and 6 Dance, students must be given opportunities to work collaboratively to make and perform dances</p>
communicate; communication	<p>in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience</p>
dance sequence	<p>see sequence</p>
description; describe	<p>give an account of characteristics or features</p>
dynamics	<p>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)</p>
effectively; effective	<p>meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;</p> <p>in Dance, <i>effective</i> means meeting the purpose by communicating meaning with impact</p>
elements of dance	<p>in Dance, the <i>elements of dance</i> are:</p> <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) <p>the body and others (e.g. dance to one or more dancers)</p> <p>in Years 5 and 6 Dance, examples for <i>elements of dance</i> include:</p> <ul style="list-style-type: none"> • space <ul style="list-style-type: none"> – shapes — for example, complementary and contrasting, centred and off-centre – dimension — amount of space, for example, big/little, narrow/wide – group formations — for example, small or large groups of dancers in lines, circles, diagonals, clusters, squares throughout the space – pathways — patterns on the floor (feet on ground), for example, curved,

Term	Description
	<p>straight, zigzag, random; patterns in the air (arms or legs in the air), for example, straight, angular, twisting, etc.</p> <ul style="list-style-type: none"> • time <ul style="list-style-type: none"> – rhythm — for example, combinations of regular, irregular – duration — for example, short, long movements – acceleration/deceleration – accent — emphasis placed on a movement • dynamics <ul style="list-style-type: none"> – varying dynamics within a sequence/dance – force — for example, slash, press, flick • relationships <ul style="list-style-type: none"> – groupings — solo, connections between one or more dancers (duet, ensemble) – spatial relationships — for example, using a partner as support – interaction — for example, performing movement in canon in a group, meeting and parting – manipulation of objects/props
explanation; explain	provide additional information that demonstrates understanding of reasoning and/or application
expressive skills	<p>in Dance, the use of facial expression to communicate in performance;</p> <p>in Years 5 and 6 Dance, examples for <i>expressive skills</i> include:</p> <ul style="list-style-type: none"> • projection • focus • clarity of movement • confidence and facial expression/character
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 5 and 6 Dance, examples for <i>fundamental movement skills</i> include:</p> <ul style="list-style-type: none"> • combining locomotor movements and non-locomotor movements and incorporating spatial and dynamic changes, for example, galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding, collapsing
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	<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
meaning	an intended idea, expression or purpose
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
production elements	the non-movement elements used to support the meaning of the created dance work and may include performance space, lighting, sound (e.g. music, spoken word, sound effects, found sound, silence), costume, sets, props, technologies
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 5 and 6 Dance, examples for <i>safe dance practices</i> include: <ul style="list-style-type: none"> • identifying and following appropriate warm-up and cool down procedures • performing dance movement with an awareness of own body capabilities • developing an understanding of body alignment when dancing • working safely in groups • preparing for dance by bringing appropriate clothing for moving
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
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

Term	Description
technical skills	<p>combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice;</p> <p>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 5 and 6 Dance, examples for <i>technical skills</i> include:</p> <ul style="list-style-type: none"> • developing technical competence in relation to body control, accuracy, alignment, strength, balance and coordination
thorough	<p>demonstrating depth and breadth, inclusive of relevant detail;</p> <p>in Dance, <i>thorough</i> means demonstrating depth and breadth of dance knowledge and skills</p>
uneven	<p>not properly corresponding or aligning; not in keeping with</p>