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|  | Years 5 and 6 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 5–6 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 5 and 6, 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, teachers and communities.  Students extend their awareness of the body as they combine movements that use body parts and actions with those involving body zones and bases. They extend their understanding and use of space, time, dynamics and relationships including performing in groups of varying sizes. They extend their use of various combinations of fundamental movement skills and technical skills developing competence, body control and accuracy.  As they experience dance, students draw on dance 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 and beyond their local community. Students explore Aboriginal and Torres Strait Islander dances and learn how movement communicates meaning.  As they make and respond to dance, students explore meaning and interpretation, forms and elements of dance, including the use of space and energy in dances, and social and cultural contexts of dance. They evaluate the use of elements of dance in dances they view and perform.  Students extend the understanding of safe dance practice, identifying appropriate warm-up and cool down procedures, performing within their own body capabilities and working safely in groups. Their understanding of the roles of artists and audiences builds upon previous bands as they engage with more diverse performances. | | |
| **Achievement standard** | By the end of Year 6, students [explain](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=Explain) how the elements of dance, choreographic devices and production elements communicate meaning in dances they make, perform and view. They [describe](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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. | | |
| **Content descriptions** | For each unit:   * Explore movement and [choreographic devices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=choreographic+devices), using the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) to choreograph dances that communicate meaning [(ACADAM009)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM009) * Develop technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) in fundamental movements including body control, accuracy, alignment, strength, balance and coordination [(ACADAM010)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM010) * Perform dance using [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) to communicate a choreographer’s ideas, including performing dances of cultural groups in the community [(ACADAM011)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM011) * Explain how the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and production elements communicate meaning by comparing dances from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander dance [(ACADAR012)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR012) | | |
| 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 5 and 6   * Context as artist and audience: * What clues tell us about dance in different societies, cultures, environments and times? * What is similar or different about dance from different places, times and cultures? * Knowledge as artist and audience: * What technical and expressive skills and techniques heighten the impact of dances? * What production elements are used to represent/enhance the movement ideas? * How are elements of dance and choreographic devices used to communicate meaning? * Evaluations and judgments as artist and audience: * How is movement of the body used to represent a story, character or idea? * What decisions do people make to enhance dance for audiences? * How do performers develop technical and expressive skills to enhance performance? | | |
| **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 three potential units. | Unit 1 — Symmetry and dance | Unit 2 — Traditions and customs | **Unit 3 — Adventures in dance** |
| Students make and respond to dance by exploring symmetry as stimulus.  Students will:   * explore movement and [choreographic devices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=choreographic+devices), using the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) to structure dances that express ideas about symmetry including individual shapes and group formations * develop technical and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) in fundamental movements including body control, accuracy, alignment, strength, balance and coordination * perform dance using [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) to communicate a choreographer’s ideas on symmetry * explain how the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and production elements communicate ideas about symmetry by comparing dances from different social, cultural and historical contexts. | Students make and respond to dance by exploring dances from Asian countries (characters, stories and production elements) as stimulus.  Students will:   * explore movement and choreographic devices, using the elements of dance and production elements (props, costumes, space) to choreograph dances to represent characters, stories or ideas about an Australian tradition or custom * develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination * perform dance using expressive skills to communicate a choreographer’s ideas about characters and stories * explain how the elements of dance and production elements communicate meaning by comparing dances from different social, cultural and historical contexts. | Students make and respond to dance by exploring ways that dance can be used to express adventure stories, drawing on stimulus from movement contexts including martial arts, acrobatics, sport, exercise and other cultural forms.  Students will:   * explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning in adventure stories * develop technical and expressive skills in fundamental movements including body control, accuracy, alignment, strength, balance and coordination * perform dance using expressive skills to communicate a choreographer’s ideas about an adventure story * explain how the elements of dance and production elements communicate meaning and use a range of movement styles/forms by comparing dances from different social, cultural and historical contexts. |
| **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 — Symmetry and dance | Unit 2 — Traditions and customs | **Unit 3 — Adventures in dance** |
| 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 5 and 6 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: | | |
| * explain how the elements of dance, choreographic devices and production elements communicate meaning about symmetry in dances they make, perform and view * describe characteristics of symmetry in dances from different social, historical and cultural contexts that influence their dance making * structure movements in dance sequences and use the elements of dance and choreographic devices, drawing on the stimulus of symmetry to make dances that communicate meaning * work collaboratively to perform dances using the stimulus of symmetry for audiences, demonstrating technical and expressive skills. | * explain how the elements of dance, choreographic devices and production elements communicate meaning about traditions and customs in dances they make, perform and view * describe characteristics of dances from different social, historical and cultural contexts, including dances from Asian countries and traditional Australian dances, including dances of Aboriginal peoples and Torres Strait Islander peoples, that influence their dance making * structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that represent characters, stories or ideas about an Australian tradition or custom, including dances of Aboriginal peoples and Torres Strait Islander peoples * work collaboratively to perform dances for audiences about traditions or customs, demonstrating technical and expressive skills. | * explain how the elements of dance, choreographic devices and production elements communicate meaning about adventure stories through dances they make, perform and view * describe characteristics of dances from different social, historical and cultural contexts that represent adventure stories and influence their dance making * structure movements in dance sequences and use the elements of dance and choreographic devices to make dances that express adventure stories * work collaboratively to perform dances for audiences that express adventure stories, demonstrating technical and expressive skills. |
| 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,* [www.australiancurriculum.edu.au/the-arts/dance/rationale](http://www.australiancurriculum.edu.au/the-arts/dance/rationale). [↑](#footnote-ref-3)