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|  | Years 7 and 8 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 7 and 8 Australian Curriculum: Dance achievement standard** | |
| By the end of Year 8, students identify and analyse the elements of dance, choreographic devices and production elements in dances in different styles and apply this knowledge in dances they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.  Students choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent. They choreograph and learn dances, and perform them with confidence and clarity, and with technical and expressive skills appropriate to the dance style. | |
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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 7 and 8 Dance standard elaborations

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|  | |  | The folio of a student’s work has the following characteristics: | | | | |
| Responding | | | identification and thorough analysis of the elements of dance, choreographic devices and production elements in dances in different styles, and authoritative application of this knowledge in dances they make and perform | identification and informed analysis of the elements of dance, choreographic devices and production elements in dances in different styles, and effective application of this knowledge in dances they make and perform | identification and analysis of the elements of dance, choreographic devices and production elements in dances in different styles, and application of this knowledge in dances they make and perform | identification and description of the elements of dance, choreographic devices and production elements in dances in different styles, and partial application of this knowledge in dances they make and perform | identification and statements about the elements of dance, choreographic devices and production elements in dances in different styles, and fragmented application of this knowledge in dances they make and perform |
| discerning evaluation of how they (as the artist), and others from different cultures, times and places, communicate meaning and intent through dance | informed evaluation of how they (as the artist), and others from different cultures, times and places, communicate meaning and intent through dance | evaluation of how they (as the artist), and others from different cultures, times and places, communicate meaning and intent through dance | explanation of how they (as the artist), and others from different cultures, times and places, communicate meaning through dance | statements about how they (as the artist), and others from different cultures, times and places, communicate meaning through dance |
| Making | Choreographing | | choreography of dances, applying knowledge of dances in different styles, that clearly and effectively communicate choreographic intent through the discerning selection and purposeful and effective organisation of:   * elements of dance * choreographic devices * form | choreography of dances, applying knowledge of dances in different styles, that effectively communicate choreographic intent through the effective selection and effective organisation of:   * elements of dance * choreographic devices * form | choreography of dances, applying knowledge of dances in different styles, that communicate choreographic intent through the selection and organisation of:   * elements of dance * choreographic devices * form | choreography of dances, applying knowledge of dances in different styles, that partially communicate choreographic intent through the use of aspects of:   * elements of dance * choreographic devices * form | choreography of dances, applying knowledge of dances in different styles, with fragmented communication of choreographic intent through the sporadic use of aspects of:   * elements of dance * choreographic devices, * form |
| Performing | | authoritative performance of dances with:   * confidence and clarity * effective and sustained use of technical and expressive skills appropriate to the dance style | effective performance of dances with:   * confidence and clarity * effective use of technical and expressive skills appropriate to the dance style | performance of dances with:   * confidence and clarity * technical and expressive skills appropriate to the dance style | partial performance of dances with:   * uneven confidence and clarity   aspects of technical and expressive skills appropriate to the dance style | fragmented performance of dances with:   * uneven confidence and clarity * aspects of technical and expressive skills |

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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 7 and 8 Dance standard elaborations

These terms clarify the descriptors in the Years 7 and 8 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 7 and 8,  
  [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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| analysis; analyse | consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences |
| 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 |
| authoritative | having the sanction or weight of authority, expert, commanding |
| body | in Years 7 and 8 Dance, examples for body include:   * body part articulations — for example, isolation of body parts in combination with each other * weight transfer — for example, lunge, leap, roll * body awareness, body bases, body parts, body zones |
| 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 7 and 8 Dance, examples for choreographic devices include:   * unison * contrast * repetition * sequence * variation * abstraction * transition * canon |
| choreographic forms | the arrangement of movement within the structure of a dance; also the overall structural organisation or shape of a dance;  in Years 7 and 8 Dance, examples for choreographic forms include:   * binary * ternary * narrative;   see [form](#form) |
| choreographing | includes learning about and using the [elements of dance](#elements_of_dance), production elements, [choreographic devices](#choreographic_devices) and [choreographic forms](#choreographic_form) to plan and make dance sequences that communicate ideas and intentions |
| clarity | clearness of thought or expression;  see also [clear](#clear) |
| clearly; clear | easy to perceive, understand, or interpret; without ambiguity |
| communicate; communication | in The Arts, *communication* means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience |
| description; describe | give an account of characteristics or features |
| discerning | showing good judgment to make thoughtful choices |
| 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 7 and 8 Dance, examples for elements of dance include:   * space   + using performance space —for example, confined, large   + using level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space and personal space with increasing complexity/combinations * time   + using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat with increasing complexity/combinations * [dynamics](#dynamics)   + inaction versus action, percussion, fluidity — for example, wring, dab, mould, flow, bind   + using weight, force, energy and movement qualities with increasing complexity/combinations * relationships   + groupings — for example, large and small groups, meet/part, follow/lead   + spatial relationships — dancers to objects, between dancers   + interaction — emotional connections between dancers   + style-specific use of props   + opposition of body parts   + using groupings, spatial relationships, interaction with increasing complexity/combinations |
| evaluation; evaluate | examine and judge the merit or significance of something |
| explanation; explain | provide additional information that demonstrates understanding of reasoning and/or application |
| expressive skills | in Dance, the use of facial expression to communicate in performance;  in Years 7 and 8 Dance, examples for expressive skills include:   * increasing confidence, clarity of movement and intention, projection, focus and musicality |
| form | the whole of an artwork created by the elements and the way they are structured;  in Dance, form is the shape or structure of a dance according to a preconceived plan, for example, AB, ABA, rondo, narrative, chance;  see [choreographic form](#choreographic_form) |
| fragmented | disjointed, incomplete or isolated |
| 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 7 and 8 Dance, examples for fundamental movement skills include:   * combining fundamental movements in increasingly complex ways * considering conventions and vocabulary of selected dance styles and applying this knowledge to developing movement vocabulary and dance techniques, for example, theatrical styles: modern dance, jazz, street dance, musical theatre |
| 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 |
| intent; intentions | plan; purpose; aim; design |
| 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 |
| meaning | an intended idea, expression or purpose |
| non-locomotor movements | see [fundamental movement skills](#fundamental_movement_skills) |
| organisation; organise | to form as or into a whole consisting of a sequence or interdependent parts |
| partial | attempted; incomplete evidence provided |
| perform; performing; performance | 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 |
| purposeful | intentional; done by design; focused and clearly linked to the goals of the task |
| responding | includes exploring, responding to, analysing and interpreting artworks |
| rhythm; rhythmic | 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 7 and 8 Dance, examples for safe dance practices include:   * awareness of their own and others’ physical capabilities when performing a specific dance style; * knowledge of the musculoskeletal system |
| selection | choose in preference to another or others |
| 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 |
| style | the influencing context of an artwork, such as ballet or hip hop in Dance |
| 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 7 and 8 Dance, examples for technical skills include:   * increasing technical competence in control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation |
| thorough | demonstrating depth and breadth, inclusive of relevant detail;  in Dance, *thorough* means demonstrating depth and breadth of dance knowledge and skills |
| uneven; unevenly | not properly corresponding or aligning; not in keeping with |