

Years 7 and 8 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 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.

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 7 and 8 Dance standard elaborations

	A	B	C	D	E
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

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • 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 : <ul style="list-style-type: none"> • elements of dance • choreographic devices, • form
	Performing	authoritative performance of dances with: <ul style="list-style-type: none"> • confidence and clarity • effective and sustained use of technical and expressive skills appropriate to the dance style 	effective performance of dances with: <ul style="list-style-type: none"> • confidence and clarity • effective use of technical and expressive skills appropriate to the dance style 	performance of dances with: <ul style="list-style-type: none"> • confidence and clarity • technical and expressive skills appropriate to the dance style 	partial performance of dances with: <ul style="list-style-type: none"> • uneven confidence and clarity • aspects of technical and expressive skills appropriate to the dance style 	fragmented performance of dances with: <ul style="list-style-type: none"> • uneven confidence and clarity • 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 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
- 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
- other sources, to ensure consistent understanding.

Term	Description
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; <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
authoritative	having the sanction or weight of authority, expert, commanding
body	in Years 7 and 8 Dance, examples for <i>body</i> include: <ul style="list-style-type: none"> • 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 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)

Term	Description
body zones	body areas of right side, left side, front, back, upper half and lower half
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 7 and 8 Dance, examples for <i>choreographic devices</i> include:</p> <ul style="list-style-type: none"> • unison • contrast • repetition • sequence • variation • abstraction • transition • canon
choreographic forms	<p>the arrangement of movement within the structure of a dance; also the overall structural organisation or shape of a dance;</p> <p>in Years 7 and 8 Dance, examples for <i>choreographic forms</i> include:</p> <ul style="list-style-type: none"> • binary • ternary • narrative; <p>see form</p>
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
clarity	clearness of thought or expression; see also clear
clearly; clear	easy to perceive, understand, or interpret; without ambiguity
communicate; 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
description; describe	give an account of characteristics or features
discerning	showing good judgment to make thoughtful choices
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	<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>

Term	Description
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 7 and 8 Dance, examples for <i>elements of dance</i> include:</p> <ul style="list-style-type: none"> • space <ul style="list-style-type: none"> – 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 <ul style="list-style-type: none"> – using metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat with increasing complexity/combinations • dynamics <ul style="list-style-type: none"> – inaction versus action, percussion, fluidity — for example, wring, dab, mould, flow, bind – using weight, force, energy and movement qualities with increasing complexity/combinations • relationships <ul style="list-style-type: none"> – 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	<p>in Dance, the use of facial expression to communicate in performance;</p> <p>in Years 7 and 8 Dance, examples for <i>expressive skills</i> include:</p> <ul style="list-style-type: none"> • increasing confidence, clarity of movement and intention, projection, focus and musicality
form	<p>the whole of an artwork created by the elements and the way they are structured;</p> <p>in Dance, <i>form</i> is the shape or structure of a dance according to a preconceived plan, for example, AB, ABA, rondo, narrative, chance;</p> <p>see choreographic form</p>
fragmented	disjointed, incomplete or isolated

Term	Description
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; also called <i>axial movement</i> (e.g. bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying); <p>in Years 7 and 8 Dance, examples for <i>fundamental movement skills</i> include:</p> <ul style="list-style-type: none"> • 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 , 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
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
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

Term	Description
safe dance practices	<p>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;</p> <p>in Years 7 and 8 Dance, examples for <i>safe dance practices</i> include:</p> <ul style="list-style-type: none"> • 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	<p>in Dance, in the context of:</p> <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
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	<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 7 and 8 Dance, examples for <i>technical skills</i> include:</p> <ul style="list-style-type: none"> • increasing technical competence in control, accuracy, alignment, strength, balance, coordination, placement, flexibility, endurance and articulation
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; unevenly	not properly corresponding or aligning; not in keeping with