

Years 9 and 10 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 9 and 10 Australian Curriculum: Dance achievement standard

By the end of Year 10, students analyse the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, places and times on Australian dance.

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and 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 9 and 10 Dance standard elaborations

		A	B	C	D	E
The folio of a student's work has the following characteristics:						
Responding		thorough analysis of the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances made, performed and viewed	informed analysis of the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances made, performed and viewed	analysis of the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances made, performed and viewed	description of the choreographer's use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in the dances made, performed and viewed	statements about the choreographer's use of the elements of dance, choreographic devices, form and production elements
		discerning evaluation of the impact of dance from different cultures, places and times on Australian dance	informed evaluation of the impact of dance from different cultures, places and times on Australian dance	evaluation of the impact of dance from different cultures, places and times on Australian dance	explanation of the impact of dance from different cultures, places and times on Australian dance	statements about the impact of dance from different cultures, places and times on Australian dance
Making	Choreographing	choreography of dances with clear and effective communication of choreographic intent through the skilful and purposeful manipulation and combination of: <ul style="list-style-type: none"> elements of dance choreographic devices form production elements 	choreography of dances with effective communication of choreographic intent through the skilful manipulation and combination of: <ul style="list-style-type: none"> elements of dance choreographic devices form production elements 	choreography of dances with communication of choreographic intent through the manipulation and combination of: <ul style="list-style-type: none"> elements of dance choreographic devices form production elements 	choreography of dances with uneven communication of choreographic intent through the use of aspects of : <ul style="list-style-type: none"> elements of dance choreographic devices form production elements 	choreography of dances 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 production elements
	Performing	authoritative performance of dances that demonstrate skilful and sustained use of technical and expressive skills appropriate to the genre and style	effective performance of dances that demonstrate skilful use of technical and expressive skills appropriate to the genre and style	performance of dances that demonstrate use of technical and expressive skills appropriate to the genre and style	partial performance of dances that demonstrate uneven use of aspects of technical and expressive skills appropriate to the genre and style	fragmented performance of dances that demonstrate 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 9 and 10 Dance standard elaborations

These terms clarify the descriptors in the Years 9 and 10 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 9 and 10, 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 9 and 10 Dance, examples for <i>body</i> include: <ul style="list-style-type: none"> • body part articulations • weight transfer • body awareness • body bases • body parts • body zones particular to specific dance styles
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)

Term	Description
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
choreographer	see artist
choreographic devices	the tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon; in Years 9 and 10 Dance, examples for <i>choreographic devices</i> include: <ul style="list-style-type: none"> • unison • contrast • repetition • sequence • variation • abstraction • transition • canon
choreographic devices	the tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon; in Years 9 and 10 Dance, examples for <i>choreographic devices</i> include: <ul style="list-style-type: none"> • abstraction • motif • as appropriate to choreographic intent
choreographic form	the arrangement of movement within the structure of a dance; also the overall structural organisation or shape of a dance; in Years 9 and 10 Dance, examples for <i>choreographic forms</i> include: <ul style="list-style-type: none"> • as appropriate to structure movement ideas to communicate choreographic intent; see form
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
dance sequence	see sequence
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)

Term	Description
effective	meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result; in Dance, <i>effective</i> means meeting the purpose by communicating meaning with impact
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 9 and 10 Dance, examples for <i>elements of dance</i> include:</p> <ul style="list-style-type: none"> • space <ul style="list-style-type: none"> – level, direction, dimension, shape, active space, positive space, negative space, planes, pathways, general space and personal space, and performance space applied to specific dance styles and used with increasing complexity/combinations and contexts • time <ul style="list-style-type: none"> – time (metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat) applied to specific dance styles and contexts • dynamics <ul style="list-style-type: none"> – weight, force, energy and movement qualities applied to specific dance styles and contexts • relationships <ul style="list-style-type: none"> – groupings, spatial relationships and interaction applied to specific dance styles and contexts – style-specific movement skills – dance techniques from different genres and styles
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 9 and 10 Dance, examples for <i>expressive skills</i> include:</p> <ul style="list-style-type: none"> • extending 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)
genre	in kind; sort; style; in Dance, how dance artworks are grouped depending on their: <ul style="list-style-type: none"> • intention (for example, to retell a story or to persuade) • subject matter (for example a comedy, romance) • form and structure (for example a fictional story or a non-fictional story)
hybrid artwork	the combination of more than one art form within an artwork
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
manipulate; manipulation	to skilfully change the state of something to suit a 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	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
represent; representation	the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs; in Dance, also includes the expression of movement

Term	Description
responding	includes exploring, responding to, analysing and interpreting artworks
rhythm; rhythmic	in Dance, combination of long and short movements
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 9 and 10 Dance, examples for <i>safe dance practices</i> include:</p> <ul style="list-style-type: none"> • knowledge of the structure and function of the musculoskeletal system • explaining the cause and prevention of common dance injuries • identifying potential safety hazards in a dance studio or venue
selection	choose in preference to another or others
sequence	<p>the linking together of stories or ideas, much like words linked together to form sentences and paragraphs;</p> <p>in Dance, a choreographic device where movements are linked together to form a series of movements or phrases</p>
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
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 9 and 10 Dance, examples for <i>technical skills</i> include:</p> <ul style="list-style-type: none"> • extending 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	not properly corresponding or aligning; not in keeping with