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|  | Years 9 and 10 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 9–10 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 7 to 10**  As students move into adolescence, they undergo a range of important physical, cognitive, emotional and social changes. Students often begin to question established conventions, practices and values. Their interests extend well beyond their own communities and they begin to develop concerns about wider issues. Students in this age range increasingly look for and value learning that is perceived to be relevant, is consistent with personal goals, and/or leads to important outcomes. Increasingly they are able to work with more abstract concepts and consider increasingly complex ideas. They are keen to explore the nature of evidence and the contestability of ideas, debating alternative answers and interpretations.  In these years, learning in the Arts enables students to explore and question their own immediate experience and their understanding of the wider world. Learning through and about the Arts enables students to build on their own experiences and dispositions. Students explore and engage with artworks made by others. They make their own artworks drawing on their developing knowledge, understanding and skills.  Students’ understanding of sustainability is progressively developed. They explore how the Arts are used to communicate about sustainability and also learn about sustainability of practices in the Arts.  Students learn that Aboriginal and Torres Strait Islander Peoples have converted oral records to other technologies. As they explore forms, students learn that over time there has been development of different traditional and contemporary styles. Students explore 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. They identify and explore the social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, reflected in developments of forms and styles in the Arts.  Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? This curriculum also provides opportunities to engage students through contexts that are meaningful and relevant to them and through exploration of past and present debates. |
|  | **Band description** | In Years 9 and 10, learning in Dance builds on the experience of the previous band. It involves students making and responding to dance, independently and in small groups, and with their teachers and communities. They explore dance as an art form through choreography, performance and appreciation.  Students build on their awareness of the body and how it is used in particular dance styles. They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include dance style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.  As they experience dance, students draw on dances 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 reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography. Students learn about sustainability through The Arts and sustainability of practices in The Arts.  As they make and respond to dance, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of dance. They evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform.  Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups. |
|  | **Achievement standard** | By the end of Year 10, students [analyse](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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](http://www.australiancurriculum.edu.au/glossary/popup?a=F10AS&t=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. |
|  | **Content descriptions** | For this unit:   * Improvise to find new movement possibilities and explore personal [style](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=style) by combining [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) [(ACADAM020)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM020) * Manipulate combinations of the [elements of dance](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=elements+of+dance) and [choreographic devices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=choreographic+devices) to communicate their choreographic intent [(ACADAM021)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM021) * [Practise](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=practise) and refine [technical skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=technical+skills) to develop proficiency in genre- and style-specific techniques [(ACADAM022)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM022) * Structure dances using movement motifs, [choreographic devices](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=choreographic+devices) and form [(ACADAM023)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM023) * Perform dances using genre- and style-specific techniques and [expressive skills](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=expressive+skills) to communicate a choreographer’s intent [(ACADAM024)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAM024) * Evaluate their own choreography and performance, and that of others to inform and refine future work [(ACADAR025)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR025) * Analyse a range of dance from contemporary and past times to explore differing [viewpoints](http://www.australiancurriculum.edu.au/glossary/popup?a=TheArts&t=viewpoints) and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts [(ACADAR026)](http://www.australiancurriculum.edu.au/curriculum/contentdescription/ACADAR026) |
| 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 9 and 10   * Context as artist and audience: * What culturally symbolic movements are evident in dance? * What historical forces and influences are evident in dance? * How are pieces of dance reflective of the social context in which they are created? * How do choreographers represent dance ideas and reflect different viewpoints? * Knowledge as artist and audience: * What styles of dance have been selected and used? * How do choreographers manipulate the elements of dance and choreographic devices to communicate intent in a variety of genres/styles? * What technical and expressive skills heighten choreographic and performance success and strength? * What constitutes a personal style in dance? * Evaluations and judgments as artist and audience: * What philosophical, ideological and/or political perspectives evident in dance affect an audience’s interpretation of it? * How has technology impacted on audiences, the dance industry and the way we view dance? * How do various performances of the same repertoire differ and why? * How do various production elements contribute to communicating meaning in dance? |
| **Unit overview**  The Australian Curriculum assumes that students in Years 9 and 10 will have the opportunity to specialise in one or more Arts subjects.  Schools decide which units of study per subject to complete, and how and when. This band plan provides one potential unit. | **Unit — Dance fusion** |
| Students make and respond to dance by exploring their personal dance style through fusing a range of dance styles to communicate choreographic intent. Styles may include traditional dance forms, musical theatre, jazz, folk/ethnic, contemporary, Bollywood or street dance forms.  Students will:   * improvise to find new movement possibilities by combining elements of dance to explore personal style * manipulate combinations of the elements of dance and choreographic devices, production elements and/or other art forms to communicate their choreographic intent * practise and refine technical skills to develop proficiency in selected genre- and style-specific techniques * structure a dance piece using movement motifs, choreographic devices and form * perform dances using selected genre- and style-specific techniques and expressive skills to communicate their intent and personal style * evaluate their own choreography and performance, and that of others to inform and refine future work * analyse a range of dance from contemporary and past times that uses fusion techniques to explore differing viewpoints and enrich their dance making, including dance of Aboriginal peoples and Torres Strait Islander peoples, and dance from international contexts. |
| **General capabilities** | Literacy    Critical and creative thinking    Personal and social capability     Intercultural understanding |
| **Cross‑curriculum priorities** | Aboriginal and Torres Strait Islander histories and cultures |
| Develop assessment | **Assessment**  The *Year 7 to Year 10 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\_yr7-10.pdf](http://www.qcaa.qld.edu.au/downloads/p_10/ac_arts_yr7-10.pdf). | The assessment for the unit provides evidence of student learning and provides opportunities for teachers to make judgments about whether students have met the Australian Curriculum: Dance Years 9 and 10 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:   * analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they make and perform that fuse a range of dance styles * analyse the choreographer’s use of the elements of dance, choreographic devices, form and production elements to communicate choreographic intent in dances they view that fuse a range of dance styles * evaluate the impact of dance from different cultures, places and times on Australian dance, including dance of Aboriginal peoples and Torres Strait Islander peoples. * choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to fuse dance styles and communicate their choreographic intent * choreograph, demonstrating technical and expressive skills appropriate to the genre and style * rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style. |
| 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)