

Reception to year 6

The Arts

Dance

September 2022

Scope and sequence

Revised to align with the Australian Curriculum Version 9.0 (2022)

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Government
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The Arts – Dance: Reception to year 6

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Context statement

In dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, technique, performance, and responses to dance and dance making. Students consider dance from a range of genres, styles, traditions, cultures, and contexts, from the viewpoint of maker, performer, and audience. They make informed critical judgements about their own creative, performance, and technical dance skills, and the dance works they interpret as artists and audiences. Students think about where, how, when, and why dance takes place and the elements, skills, and processes involved in the ideation, creation, performance, interpretation, and appreciation of dance.

Teachers are advised to use their professional judgement when selecting a range of dance works, styles, and dance artists on which to focus the delivery of this curriculum. Choices should reflect accessibility and student needs and interests. Where examples are given, these are suggestions and are by no means exhaustive or mandated. The use of local dance performance and dance artists is strongly encouraged.

The **Achievement standards** have the verbs in bold text, are aligned with the content descriptions, and must be considered when designing assessment activities, collecting evidence of student learning and when assessing student work.

This document is structured around the 4 interrelated strands of The Arts:

- **Exploring and responding**
- **Developing practices and skills**
- **Creating and making**
- **Presenting and performing.**

Each strand has one or more content descriptions, followed by dot pointed content clarifiers that describe the explicit learning required.

The strands and content descriptions should be combined when planning teaching and learning; they are not designed to be addressed as isolated activities.

Making and responding and **viewpoints** are key considerations embedded in The Arts curriculum. They are intrinsically connected and should be integrated when designing teaching and learning experiences.

- As students make dance, they actively respond to their own developing dance practice and the dance practice of others.
- As students respond to dance, they draw on the knowledge, understanding, and skills acquired through their experiences in making dance.
- Students learn from dance works they experience, and they are an audience for their own dance works.
- Students consider the dance from multiple viewpoints, as artists and as audiences.

The elements of dance are fundamental to all learning in this subject: body, space, time, dynamics, and relationships.

These documents have been designed to:

- provide clarity and context for teaching and learning in South Australia, in alignment with the Australian Curriculum: The Arts
- identify the discipline specific and transferable knowledge, skills, and understandings required at each year level
- enable rigour, engagement, and discipline specific skill development.

Achievement standards

Reception	Years 1 to 2	Years 3 to 4	Years 5 to 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • describe experiences, observations, ideas, and/or feelings about arts works they encounter at school, home, and/or in the community • use play, imagination, arts knowledge, processes, and/or skills to create and share artworks in different forms. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • identify where they experience dance • describe where, why, and/or how people across cultures, communities, and/or other contexts experience dance • use the elements of dance to structure dance sequences • demonstrate fundamental movement skills and safe dance practice • perform their dance in informal settings. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • describe use of the elements of dance in dance they experience, create, and/or perform • describe where, why, and/or how dance is choreographed and/or performed across cultures, times, places, and/or other contexts • use the elements of dance to structure dance sequences that communicate ideas, perspectives, and/or meaning • demonstrate fundamental movement skills and safe dance practice • perform their dance in informal settings. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • explain how the elements of dance are used in dance they choreograph, perform, and/or experience • describe how dance from across cultures, times, places, and/or other contexts communicates ideas, perspectives, and/or meaning • describe how dance is used to continue and revitalise cultures • use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives, and/or meaning • demonstrate safe dance practice and use of technical and expressive skills • perform dances in formal and/or informal settings.

Scope and sequence

Subject: Dance							
Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and responding	Explore how and why The Arts are important for people and communities.	Explore where, why, and how people across cultures, communities, and other contexts experience dance.		Explore where, why, and how dance is choreographed and performed across cultures, times, places, and other contexts.		Explore ways that the elements of dance are combined to communicate ideas, perspectives, and meaning in dance across cultures, times, places, and other contexts.	
	<ul style="list-style-type: none"> With support, explore preferences for the dance they create and view, using their own words. For example, share their likes or dislikes and recall patterns and movement. Explore where they might experience dance and why people dance. Consider the question, 'Why is dance important?' Listen to First Nations Australian Peoples talk about the importance of dance for connecting people, culture, Country/ Place. For example, use resources created or co-created by First Nations Australians. 	<ul style="list-style-type: none"> With guidance, explore preferences for the dances they view and create, using appropriate language to share their emotions and thoughts provoked by the performance. Explore and identify where and when they might experience dance and why people make dance in their community. Share observations about the dances they view from across cultures. For example, what were the movements? What did the performers wear? What style of music was used? 	<ul style="list-style-type: none"> Explore and describe what they enjoy about a dance and why, commenting on why people make and perform dances. Explore and identify the type of music the performers are dancing to, and how the elements of space, time, dynamics, relationships, and body are used in the dance to communicate meaning. Share their thoughts on why dance is made, why people make dances in their community, and how dance passes on community knowledge, stories, and lessons. 	<ul style="list-style-type: none"> Explore and describe meanings and interpretations of dance and where dance is performed. Describe the purpose of a dance and why choices are made by the performer. Explore and describe how the elements of dance are used in performances they watch or perform. Participate in dances created for different purposes. For example, dances from across times, places, and cultures that celebrate an event. 	<ul style="list-style-type: none"> Describe the elements of dance using correct terminology. Interpret the meaning and purpose of dance. Explore and share reflections on dance performances, describing what was effective and why. Respond to the work of others appropriately as performers and audience members in both formal and informal settings. Explore and discuss the expectations and requirements of an artist and audience in various places, times, and cultural settings. 	<ul style="list-style-type: none"> Explore and describe the meaning of the dances they view across cultures, times, places, and other contexts. Explore and describe the dances they have made or seen. Identify and reflect on the skills and elements used in the dances and consider how these elements support the dance and the meaning. Respond to the work of others in a respectful way as performers and audience members in various cultural contexts. 	<ul style="list-style-type: none"> Explain the meaning of a dance and how the skills and elements communicate that meaning. View real or virtual dances to explore and discuss: <ul style="list-style-type: none"> the elements of dance different performance styles movement techniques the portrayal of different roles and relationships that might contribute to their own dance making meaning in dance across cultures, times, and places.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Explore examples of dance choreographed and/or performed by First Nations Australians.</p>		<p>Explore how First Nations Australians use dance to communicate their connection to and responsibility for Country/Place.</p>		<p>Explore the ways that First Nations Australians use dance to continue and revitalise cultures.</p>	
		<ul style="list-style-type: none"> • Explore and identify when, where, how, and why First Nations Australian Peoples use dance to share knowledge about their cultures, for example, in preparation for celebrations such as Reconciliation Week. 	<ul style="list-style-type: none"> • Explore and identify where they might experience dance by First Nations Australian Peoples, such as ceremonies at their school, in their community, or as part of state and national events. Take notice of ways the performers and audiences observe protocols and respect Elders and knowledge holders. • Explore when, where, how, and why First Nations Australian Peoples use dance to share knowledge about their cultures; for example, during celebrations such as NAIDOC Week, and the acknowledgement of significant occasions including Sorry Day. 	<ul style="list-style-type: none"> • Explore contemporary and traditional dances choreographed or performed by First Nations Australians. Reflect on how these dances can communicate important information or knowledge about Country/Place. • Explore how First Nations Australians use dance to express connection to and responsibility for Country/Place, culture, and people, such as communicating knowledge about the local seasons. 	<ul style="list-style-type: none"> • Explore First Nations Australians’ use of dance to express connection to and responsibility for Country/Place, such as communicating knowledge about the local season, or screen-based storytelling to maintain unique ways of life. • Observe how the elements of dance are used in dances choreographed and performed by First Nations Australians to communicate connection to and responsibility for Country/Place. 	<ul style="list-style-type: none"> • Understand that the dances of First Nations Australian Peoples are unique to the Country or Place of a particular group or groups. • Explore the traditions, customs, and places where dances take place. • Explore how dances tell stories to maintain culture. For example, sharing knowledge about gathering food, or how places got their name. 	<ul style="list-style-type: none"> • Understand that the dances of First Nations Australian Peoples are unique to Country and Place of a particular group or groups. • Identify and describe the dance related traditions, customs, and places of one First Nations People. • Explore and identify protocols and customary practices for presenting First Nations Australians’ dances.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Developing practices and skills</p>	<p>Use play, imagination, arts knowledge, processes, and/or skills to discover possibilities and develop ideas.</p>	<p>Experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance.</p>		<p>Experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance.</p>		<p>Develop and practise technical and expressive skills using safe dance practice and the elements of dance.</p>	
	<ul style="list-style-type: none"> • With support, safely explore the fundamental movements: walk, run, march, jump, skip, gallop, crawl (locomotor); stretch, bend, twist, turn (non-locomotor). • With support, in response to music, sound, or direction, use differing qualities and technical skills for movement. For example, movements that are light or heavy, fast or slow, bumpy or smooth. • With support, develop safe dance practices. For example, be aware of self and others in the dance space, move with care, and keep hydrated by getting a drink after dance activities. 	<ul style="list-style-type: none"> • With guidance, safely develop and use the fundamental movements in different context. For example, run a race, jump like a frog, stomp like a giant, fall like a feather, or glide like a bird. • With guidance, respond to music, sound, or direction to explore different movement qualities and technical skills that express descriptive vocabulary. For example, a wavy fall, a quiet jump, or a fast spin. • With guidance, identify and develop safe dance practices. For example, be aware of self and others in the dance space, move with care, respect others in the space, and keep hydrated by getting a drink after dance activities. 	<ul style="list-style-type: none"> • Safely develop the fundamental movements in different contexts and sequences with clear intent to change pathways. For example, walk, skip, gallop, twist, and bend using differing pathways (zigzag, straight line, backwards, and forwards). • Use different movement qualities and technical skills in response to music and images that express descriptive vocabulary. For example, a loud fall, a high and low jump, or a wavy spin. • Use safe dance practices. For example, be aware of self and others in the dance space, move with care, have awareness of the boundaries of the dance space, and keep hydrated by getting a drink after dance activities. 	<ul style="list-style-type: none"> • Experience a variety of exercises to develop understanding of safely using body control, posture, and coordination in response to teacher feedback and guidance. • Experiment with and use combinations of fundamental locomotor skills (running and sliding), and non-locomotor skills (bending and stretching), to a variety of musical or sound accompaniments. • Develop safe dance practices. For example, warm-up their bodies beforehand and cool or calm down afterwards. 	<ul style="list-style-type: none"> • Experiment with and demonstrate an understanding of how to safely and confidently use body control, posture, alignment, strength, balance, and coordination when using fundamental movement skills. • Experiment with a variety of combinations of fundamental locomotor and non-locomotor skills that fit a wide variety of music. Devise and structure movements into short sequences. • Demonstrate safe dance practices when devising dance sequences. For example, warm up their bodies beforehand and cool or calm down afterwards. 	<ul style="list-style-type: none"> • Develop and demonstrate a combination of expressive fundamental movements (galloping, jumping, sliding, rolling, slithering, spinning, exploding, collapsing, and shrinking) with or without accompaniment. • Develop and rehearse a variety of improvised and learnt dances with awareness of their body’s capabilities. • Develop expressive skills and body control to refine their dances. For example, focus on accuracy and isolations in hip hop. • Demonstrate safe dance practices in the classroom and performance space. 	<ul style="list-style-type: none"> • Develop and demonstrate a combination of expressive fundamental movements (sustained, jumping, sliding, swinging, spinning, exploding, collapsing, and shrinking), with or without accompaniment. Reflect on and develop their movements through teacher and peer feedback. • Rehearse individually and as a group a variety of learnt and choreographed dances with focus on technical skills, body control, accuracy, balance, and coordination in their movements. • Experiment and document a specific dance element, and explore how they can use different body parts, zones, and bases to represent an idea. • Demonstrate safe dance practices in the classroom and performance space.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Creating and making</p>	<p>Create artworks that communicate ideas.</p>	<p>Use the elements of dance to choreograph dance sequences.</p>		<p>Use the elements of dance to choreograph dance that communicates ideas, perspectives, and meaning.</p>		<p>Manipulate the elements of dance and choreographic devices to choreograph dances that communicate ideas, perspectives, and meaning.</p>	
	<ul style="list-style-type: none"> • Explore and create movement possibilities by responding to music, sounds, images, or stories. Begin to match their movement to the phrase or steady beat. • Explore and play with the elements of dance by creating still and moving body shapes that show lines and curves within varying levels, for example, high and low. 	<ul style="list-style-type: none"> • With guidance, create short sequences of movement possibilities by responding to music, sounds, images, or stories. Begin to relate their movement to the musical phrase or steady beat. • With guidance, explore and play with the elements of dance by creating shapes with their body. This includes using a variety of levels. Experiment moving in straight, zig-zagged, and curved pathways and as a group in straight lines and circles. 	<ul style="list-style-type: none"> • Explore and imagine possible movements to create a short sequence to music, sound, images, or stories. Use movement to match the length of the phrase or steady beat. • Use the elements of space (level and direction), time, (speed), and body in their work. Share the movements they create and use. • Create a short sequence of movements in response to a piece of inspirational music. Share and combine their sequence with a partner. 	<ul style="list-style-type: none"> • Create and improvise with the elements of dance to communicate ideas clearly, such as telling stories in a dance with or without music. For example, skip vigorously at a high level to express joy, or use different body shapes to represent shells washed up by the sea. • Create and make movements in response to stories or images of the local environment. • Improvise with the elements of space, time, and dynamics to represent ideas. • Explore and experiment with choreographic devices (sequence and repetition) to combine movements and create a short composition. 	<ul style="list-style-type: none"> • Safely devise movement along a pathway using space, time, and dynamics. • Create and use a variety of movements to create dance sequences using the choreographic devices of contrast, repetition, and unison. • Collaborate and use the elements of dance to communicate ideas clearly with control, accuracy, and focus. • View and consider their own and others' use of the elements of dance from an audience and performer viewpoint. 	<ul style="list-style-type: none"> • Manipulate and combine the elements of dance to create movement in response to music, sound, words, and images. For example, create an image of a riverbank landscape and its deterioration over time. • Collaborate to create and structure short dances to use the choreographic devices of: <ul style="list-style-type: none"> ◦ contrast ◦ accumulation (successive additions) ◦ repetition ◦ canon (individuals and groups performing the same movement, beginning at different times) ◦ unison. • Experiment with various expressive skills and movement choices to communicate and convey emotion and meaning. 	<ul style="list-style-type: none"> • Use choreographic devices to explain the reasons for their movement choices and how their dances communicate their ideas. • Consider audience and artist viewpoints to refine their dance practice. For example, ask 'How is the movement of the body used to represent a story, character, or idea?' or 'How does space, costume, or multimedia communicate meaning in the dance?' • Collaborate with others to manipulate and use the elements of dance to create movement in response to music, sound, words, images, props, or local sculpture. • Create a dance that explores a theme or an issue, such as a theme from a class text.

Strand:	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Presenting and performing</p>	<p>Share their arts works with audiences.</p>	<p>Share dance sequences in informal settings.</p>		<p>Practise and perform dances in informal settings.</p>		<p>Practise and perform dances using technical and expressive skills in formal and/or informal settings.</p>	
	<ul style="list-style-type: none"> • With support, practise and share a learned sequence of movements. • With support, perform for others whilst maintaining awareness of audience expectations, for example focus and applause. • With support, develop audience skills and practise appropriate reactions, for example, active listening and applause. 	<ul style="list-style-type: none"> • Practise and share with peers, a learned sequence of movements with focus on repeating movements, and spatial formations. • Perform for others whilst maintaining awareness of audience expectations, in both formal and informal settings. • With guidance, identify and demonstrate roles of an audience member and a performer. 	<ul style="list-style-type: none"> • Practise and share individually and in pairs a learned sequence of movements safely, with an awareness of self and others in space. • Enact the roles of an audience member and a performer with focus and attention. • Present a collaboratively devised short movement sequence to their peers. 	<ul style="list-style-type: none"> • Practise and perform individually and in pairs, using expressive skills, to communicate the intended meaning to the audience. • Demonstrate appropriate on stage and offstage behaviour as a performer and an audience member, and an awareness of the rehearsal process. • Share with peers the intended meaning of their own dance, in their own words, using some dance terminology within the response. 	<ul style="list-style-type: none"> • Perform dances with representatives of a cultural group from the community in an informal setting. • Display being an attentive audience member during class performances and provide constructive feedback to peers. • Share with others the meaning and intended purposes of their own dance; for example, by using their own words, images, and/or some learnt dance terminology in a class discussion after a performance. 	<ul style="list-style-type: none"> • Practise and perform individually and in small groups using a range of expressive skills to communicate and demonstrate intended meaning to the audience with focus and clarity. • Present dances, using production elements such as music, costumes, and props where appropriate to enhance different contexts in a formal setting. • Use the rehearsal process to refine their work and performances. • Practise and combine selected elements of dance to collaboratively choreograph movement sequences to perform in informal and formal settings. 	<ul style="list-style-type: none"> • Practise specific technical and expressive skills in their performance to communicate ideas, perspectives and/or meaning to the audience; for example, creating tension through use of a series of slow, controlled movements performed with a neutral facial expression. • Collaborate to choreograph, practise, and perform short dances that contain the choreographic devices of: <ul style="list-style-type: none"> ◦ contrast ◦ accumulation (successive additions) ◦ embellishment (adding something to make it distinctive) ◦ repetition ◦ unison (same movement at the same time). • Select and combine props, costumes, and technology, where appropriate to enhance performance, and perform dances in informal and formal settings.

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