Dance scope and sequence: Foundation to Level 10

| **Foundation** | **Levels 1 and 2** | **Levels 3 and 4** | **Levels 5 and 6** | **Levels 7 and 8** | **Levels 9 and 10** |
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| Achievement standard | | | | | |
| By the end of Foundation, students describe experiences, observations, ideas and feelings about the dances they encounter at school, home and in the community, identifying what they enjoy and why. Students develop an understanding of ways their body can move. Students use play, imagination, experimentation and selected dance elements to create dances. Students make and share dances. | By the end of Level 2, students identify where they experience dance. Students describe where, why and how people across cultures, communities and other contexts experience dance. Students demonstrate expressive and performance skills and the elements of dance to improvise and create dance sequences. Students present their work to audiences in informal settings. | By the end of Level 4, students identify and describe how they use movement to create and/or make dances. Students recall and describe where, when, why and how dance is created and presented across cultures, times, places and other contexts including the work of Aboriginal and Torres Strait Islander Peoples. Students experiment with the elements of dance when devising dances or learning dances by other artists. They apply safe dance practices, and use the elements of dance and a range of movements to communicate ideas, perspectives and meanings. Students present and share their dance work in informal and formal settings to different audiences. | By the end of Level 6, students explore the elements of dance, dance movement and structures, and explain how they are used in creating and learning dances. Students describe how dance is created and presented across different cultures and contexts to communicate ideas, perspectives and meaning. They identify how dance is used to continue and revitalise cultures, including the works of Aboriginal and Torres Strait Islander Peoples. Students document their ideas and understanding of how the elements of dance are used to create dances. They work individually and collaboratively to create dance works, using the elements of dance, choreographic processes and safe dance practice. They present their dance works in informal and formal settings, identifying different audiences. | By the end of Level 8, students analyse how the elements of dance and production elements are manipulated to create dance works. Students describe ways dance works from a range of styles and across cultures, times, places and other contexts communicate ideas, perspectives and meaning, including the works of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating, recreating and responding to dance works. Students select, apply and demonstrate an understanding of styles and techniques in dance. Students document and reflect on their dance practice using dance terminology. Students manipulate the elements of dance, drawing on safe dance practices to create works that communicate ideas, viewpoints and meaning. They plan, rehearse and present their dance works to a range of audiences in both formal and informal settings. | By the end of Level 10, students analyse and evaluate how the elements of dance, choreographic devices and style-specific techniques are manipulated in dance they create and present to audiences and in works they experience. They evaluate how and why choreographers across contexts and cultures present and challenge ideas and meaning through dance. They evaluate how dance is used to celebrate and challenge perspectives in relation to Australian identity, including the dances of Aboriginal and Torres Strait Islander Peoples. Students work individually and collaboratively to create dances that communicate ideas, perspectives and meaning. They document, reflect on, analyse and evaluate their own and others’ work using relevant dance terminology. They use production elements to enhance their dance making in both devised and learnt dance works. Students select and manipulate the elements of dance, style-specific techniques and choreographic devices to structure dances for audiences, adhering to safe dance practices. Students plan, rehearse, refine, present and perform dances to a range of audiences in a range of settings, both informal and formal. |
| Content descriptions | | | | | |
| Strand: Exploring | | | | | |
| *Students learn to:* | | | | | |
| explore how and why dance is important for people and communities  VC2ADAFE01 | explore where, when, why and how communities and cultures make dance, including dances by Aboriginal and Torres Strait Islander Peoples  VC2ADA2E01 | explore where, when, why and how dance is created and performed across cultures, times, places and other contexts  VC2ADA4E01 | explore ways movement and dance can be used to communicate ideas, perspectives and meaning, drawing on dance works from a range of contexts including from Aboriginal and Torres Strait Islander artists  VC2ADA6E01 | investigate ways the elements of dance and the conventions of dance styles are used to communicate ideas, perspectives and meaning in dances created and performed across contexts and cultures  VC2ADA8E01 | investigate the ways performers and choreographers from across cultures, times, places and other contexts use the elements of dance, choreographic devices, style-specific techniques and production elements to represent, communicate and challenge ideas and perspectives  VC2ADA10E01 |
| explore ideas for dance through purposeful play  VC2ADAFE02 |  | explore the work of dance makers across cultures, communities and contexts including Aboriginal and Torres Strait Islander Peoples and their connection to and responsibility for Country and Place  VC2ADA4E02 | explore ways Aboriginal and Torres Strait Islander Peoples use dance to continue and revitalise cultures  VC2ADA6E02 | explore the diversity of dances created and/or performed by Aboriginal and Torres Strait Islander artists and consider culturally responsive approaches to Indigenous Cultural and Intellectual Property rights  VC2ADA8E02 | investigate ways in which dances, including dances created and/or performed by Aboriginal and Torres Strait Islander artists, celebrate and give meaning to multiple perspectives of Australian identity  VC2ADA10E02 |
| **Strand: Developing Practices** | | | | | |
| *Students learn to:* | | | | | |
| use play and imagination to discover possibilities in dance  VC2ADAFD01 | develop practices for creating and presenting using the elements of dance and the awareness of safe dance practices  VC2ADA2D01 | develop their practice by using the elements of dance, physical skills and safe dance practices to explore ideas and convey intended meaning  VC2ADA4D01 | develop dances using the elements of dance and choreographic processes to communicate ideas and meaning while applying safe dance practices  VC2ADA6D01 | develop and refine the use of the elements of dance, choreographic processes, physical and expressive skills, and safe dance practices  VC2ADA8D01 | experiment, develop and refine the elements of dance, physical and expressive skills, and style-specific techniques to communicate meaning, adhering to safe dance practices  VC2ADA10D01 |
|  |  |  |  | reflect on, analyse and document their own and others’ dance works to inform decisions they make in relation to choreographic choices  VC2ADA8D02 | reflect on, analyse, evaluate and document their own and others’ dance works to inform choices and interpretations they make as dancers, choreographers and audiences  VC2ADA10D02 |
| **Strand: Creating** | | | | | |
| *Students learn to:* | | | | | |
| create dance that communicates an idea  VC2ADAFC01 | create dance works that use physical and expressive skills to communicate ideas  VC2ADA2C01 | improvise and devise using a range of dance movements and structures to communicate ideas, perspectives and meaning  VC2ADA4C01 | create movement sequences that manipulate the elements of dance and use choreographic processes, physical skill and safe dance practices to tell stories and express ideas  VC2ADA6C01 | apply and refine physical and expressive skills to interpret style-specific dances, to devise their own dances, and to communicate ideas, perspectives and meaning  VC2ADA8C01 | create and choreograph dance using the elements of dance, choreographic devices and style-specific techniques to communicate ideas and convey meaning  VC2ADA10C01 |
|  |  |  |  | apply production elements to dances to enhance meaning in dance  VC2ADA8C02 | apply production elements to dance works to enhance meaning for an intended audience  VC2ADA10C02 |
| Strand: Presenting | | | | | |
| *Students learn to:* | | | | | |
| share their dance with audiences  VC2ADAFP01 | present and share dance works that communicate ideas to an audience in informal settings  VC2ADA2P01 | present and share dance works they have learnt or created to an audience in formal and informal settings  VC2ADA4P01 | rehearse and present dances using the elements of dance, choreographic processes and physical skills to engage with and construct meaning for an audience  VC2ADA6P01 | rehearse, refine, present and perform dances for audiences using physical and expressive skills and techniques relevant to dance styles  VC2ADA8P01 | rehearse, refine, present and perform original dance works or learnt dance works to audiences in a range of settings, both formal and informal  VC2ADA10P01 |