Introducing Dance Version 2.0

The revised Victorian Curriculum F–10 Dance will give Victorian students the best opportunity to engage critically and creatively as artists and audiences. Through embodied learning and responding to dance works, students develop an appreciation of the discipline and develop skills in both movement and choreography.

Learning in Dance is central to the development of creative, confident, collaborative, empathetic and resilient individuals who can think and reflect critically and creatively. Through learning in Dance, students can contribute to the future of creative industries and understand how they can contribute to personal, cultural, community and economic wellbeing.

Dance Version 2.0 reflects the expertise and feedback of teachers, academic and industry experts, with the revised curriculum making it easier for teachers to plan, assess and report on student learning.

Curriculum structure based on 4 interrelated strands

* **The Dance curriculum is centred on ‘making’ and ‘responding’**, where students learn as artists and audiences. Students develop knowledge and skills in these key areas in all 4 strands.
* **Content is organised into 4 interrelated strands: Exploring, Developing Practices, Creating and Presenting**.
* The previous Respond and Interpret strand and the previous Explore and Express strand have been combined into the Exploring strand. In the Exploring strand, students learn as artists and audiences.
* The previous Dance Practices strand has been split into the strands Developing Practices and Creating. In the Developing Practices strand and the Creating strand, students are positioned as artists, developing and refining their own dance works.
* The previous Present and Perform strand has been renamed Presenting. Within the Presenting strand, students present and perform dance works to audiences.
* **Teachers can easily integrate content across the 4 strands**.This integration promotes meaningful connections for students, fostering deeper understanding and engagement. It enables teachers to find connections with other learning areas and expand students’ knowledge and skills with an Arts focus.
* **The revised and restructured strands provide a progression of learning** from Foundation through to senior secondary and maintain the integrity of learning in the Dance discipline.
* **The restructure provides consistency in knowledge and skills** to align the strands of the Dance curriculum with those of the other Arts disciplines. This provides flexibility and accessibility for teachers, students and schools in the delivery of each Arts discipline.

Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks

* **Updated references to Aboriginal and Torres Strait Islander Peoples, artists, practices and artworks** in the content descriptions and achievement standards of all Arts disciplines provide inclusivity in the curriculum.
* **The addition of content focused on Aboriginal and Torres Strait Islander Peoples** at Levels 1 to 10enables students to consider the role of Dance across cultures, times, places and other contexts, specifically in Indigenous histories.
* **The additional Aboriginal and Torres Strait Islander focus in the Exploring strand** connects learning from Level 1 to VCE Dance, where students engage in the study Dance perspectives.

Clearly aligned achievement standards, content descriptions and elaborations

* **Revised content descriptions and achievement standards** ensure consistent learning across the discipline that link to other Arts disciplines.
* **The content of the elaborations has been revised** to further support teachers to make links between Arts disciplines, other learning areas and the capabilities.
* **To provide support and accessibility for teachers in** **both making and responding**, additional examples have been added to the elaborations.

Revised introductory information for the Arts

* **The ‘Arts introduction’ provides a detailed outline of important concepts** for each of the disciplines in the Arts curriculum. These include:
* viewpoint questions as an inquiry tool for teachers to use to encourage students to consider the Arts from multiple perspectives, as artist, designer and audience
* a more detailed explanation of making and responding, which provides the integral structure of the Arts curriculum across Foundation to Level 10.
* **Specific descriptions of the revised overarching concepts, skills and terminology** are provided in the ‘Learning in Dance’ introduction to the discipline and in the discipline-specific glossary. These include elements of dance, choreographic devices and processes, dance styles and viewpoints**.**

Other key revisions

* **Significant connections across the 4 strands** make it easier for teachers to embed the capabilities and cross-curriculum priorities in teaching and learning programs.

Foundation to Level 2

* Foundation achievement standards and content descriptions have been updated to reference play-based learning and to align with the Victorian Early Years Learning and Development Framework.

Levels 7 to 10

* Terminology relating to the elements of dance is consistent with the VCE Dance terminology
* All bands emphasise the choreographic aspects of dance as well as the performance skills of the dancer in the Developing Practices strand and the Creating strand.
* Content descriptions, elaborations, glossary terminology and overarching concepts were updated to provide stronger links and consistency with VCE Dance.

► For more detailed revisions, see the [Dance – comparison of curriculums](https://f10.vcaa.vic.edu.au/learning-areas/the-arts/dance/resources) document, which compares individual content descriptions and achievement standards for Version 1.0 and Version 2.0.