Video transcript

Understanding the Victorian Curriculum F–10 Version 2.0, Dance

Hello and welcome.

Dance is a distinct discipline and body of knowledge within the Arts. Dance is expressive movement with purpose and form. The aim of this video is to help familiarise you with the Victorian Curriculum F–10 Version 2.0 Dance.

Through dance, students explore the elements, skills, techniques, and processes of dance. They question and celebrate human experience, using the body as the instrument and movement as the medium.

Let’s turn our attention to the key features of the Dance curriculum.

Dance is one of 6 arts disciplines at Levels 7–10. The structure of the strands, achievement standards and content descriptions are consistent across all disciplines to support schools and teachers to develop a school-based approach that encompasses learning in all of the Arts and addresses the needs and interests of their students.

The curriculum is centred on making and responding. The 2 are intrinsically connected and together they form the practice of an artist, creator, designer, performer, or producer. Making and responding is embedded into the practice of each arts discipline, and involves students using creative and critical thinking skills to create and respond to dance arts works.

Through making and responding, students develop knowledge and understanding of the relationships between the artist, the world, the viewer, or audience, and the arts works.

This structure provides a progression of learning from Foundation through to senior secondary and maintains the integrity of learning in the dance discipline. This structure also provides consistency in knowledge and skills to align dance with other arts disciplines, learning experiences in making and responding and flexibility and accessibility for teachers, students, and schools across Victoria.

Dance Version 2.0 has been adapted to maintain the integrity of learning in the dance discipline. The revisions to the structure of the curriculum, achievement standards, progression of learning and terminology align the F–10 Curriculum with VCE Dance.

Achievement standards and content descriptions relating to Aboriginal and Torres Strait Islander Peoples, artists, practices and arts works have been added through Levels 3–10. To provide support and accessibility for teachers in both making and responding, additional teaching and learning examples have been added to the elaborations.

The elaborations also provide explicit links between Dance, other learning areas and the capabilities curriculums.

The Dance Version 2.0 glossary provides stronger consistency in the progression of learning from Foundation to Level 10 and alignment with terminology used in VCE Dance.

In Dance Version 2.0, Viewpoints are a focus of all content descriptions and elaborations, introducing links to the Critical and Creative Thinking Capability and facilitating strong connections between Dance and other performing arts disciplines.

The addition of content focused on Aboriginal and Torres Strait Islander Peoples at Levels 3–10 enables students to consider the role of dance across cultures, times, places, and other contexts, specifically in Indigenous histories.

Now let’s focus on the features of the Victorian Curriculum F–10 Dance. Dance is presented as one curriculum Level at Foundation, and then in 2-level bands from Levels one to 10.

Dance comprises 4 interrelated strands, Exploring, Developing Practices, Creating and Presenting. The strands provide the framework for learning in making and responding and form the structure of the dance curriculum across Foundation to Level 10.

In the Exploring strand, students learn as artists and audiences. In Developing Practices, students develop dance practices and skills. Within the Creating strand, students are positioned as artists, and the Presenting strand affords opportunities for students to share dance works and ideas with audiences that are safe, inclusive, and appropriate to the work and its intentions.

In Dance, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8, and 10. The content descriptions sequence and describe the knowledge, understanding, and skills that teachers need to teach and students are expected to learn.

In the Dance curriculum, there are several overarching key concepts that are embedded in the progression of learning. The learning in focus of dance describes the key concepts and skills that students will learn in the discipline.

Elements are the foundational building blocks of knowledge and skills in dance. These are body, time, space and energy. The elements of dance work together to create and communicate ideas and intentions through dance to audiences.

Viewpoints are an integral element of the curriculum structure. They are an inquiry tool that initiates and guides students’ explorations responses and practices. They are included at all Levels in the curriculum and are embedded in the content descriptions.

The references to Aboriginal and Torres Strait Islander Peoples, artists, practices, and artworks in the achievement standards and content descriptions of all arts disciplines provides inclusivity in the curriculum in both making and responding.

Like all art forms, dance has the capacity to engage, inspire and enrich all students and excite their imagination. Learning in dance develops students’ creativity, confidence, and self-expression, using the elements of dance to explore and practice technical and expressive skills for choreography and performing.

For more information, I encourage you to explore the Victorian Curriculum F–10 website. The website provides easy access to the curriculum and all its supporting resources.

Thank you for watching.