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| Years 3–4 band Dance Curriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Dance. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| In this band, learning in The Arts builds on each student’s prior learning and experiences. Arts learning in this band continues to use purposeful and creative play-based activities that foster development of students’ identity and wellbeing, and their connection with and contribution to the world. Students further develop their capability and confidence in using subject-specific skills, and creative and critical practices. They work individually and in collaboration with peers and teachers.Students continue to explore dance that they experience at home, school or through family and community events. They connect with choreographers and/or performers who live and work in the community; for example, by experiencing live or virtual performances. They use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains, and to value arts works and practices from across cultures, times, places and/or other contexts such as countries or cultures in Asia.In this band, the focus is on students:1. exploring and responding to

works and experiences that showcase where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts; for example, participating in dance events or learning dances choreographed for a specific purposeexamples of dance choreographed and/or performed by First Nations Australians that communicate connection to and responsibility for Country/Place1. developing creative and critical practices and skills

creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, imagination and processes such as improvisationcritical practices by observing, reflecting on and responding to dance they experience, including their own dance1. creating dance by selecting and combining movements and structuring dance sequences that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination. Students use processes such as improvisation to develop and extend ideas for their dance. They may focus on choreographing dance sequences or they may create work that combines dance and other arts forms, such as a dance sequence they will perform to accompany a song
2. performing dance they have learnt and/or choreographed in informal settings, such as spaces within the school.
 | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit. A learning area achievement standard is provided if a multi-arts subject is offered.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts.Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings. | By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts.Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings. | By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts.Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings. | By the end of Year 4, students describe use of the elements of dance in dance they experience, create and/or perform. They describe where, why and/or how dance is choreographed and/or performed across cultures, times, places and/or other contexts.Students use the elements of dance to structure dance sequences that communicate ideas, perspectives and/or meaning. They demonstrate fundamental movement skills and safe dance practice. They perform their dance in informal settings. |
| Learning area achievement standard | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. | By the end of Year 4, students describe use of elements, concepts and/or conventions in arts works they create and/or experience. They describe where, why and/or how arts works are created and presented across cultures, times and/or places, and/or other contexts.Students use arts knowledge and skills to create arts works in a range of forms that communicate ideas, perspectives and/or meaning. They present and/or perform their work in informal settings. |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit | Content descriptions | Unit |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Exploring and responding | 1 | 2 | 3 | 4 | Developing practices and skills | 1 | 2 | 3 | 4 | Creating and making | 1 | 2 | 3 | 4 | Presenting and performing | 1 | 2 | 3 | 4 |
| explore where, why and how dance is choreographed and/or performed across cultures, times, places and/or other contexts AC9ADA4E01 | [ ]  | [ ]  | [ ]  | [ ]  | experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance AC9ADA4D01 | [ ]  | [ ]  | [ ]  | [ ]  | use the elements of dance to choreograph dance that communicates ideas, perspectives and/or meaning AC9ADA4C01 | [ ]  | [ ]  | [ ]  | [ ]  | practise and perform dances in informal settings AC9ADA4P01 | [ ]  | [ ]  | [ ]  | [ ]  |
| explore how First Nations Australians use dance to communicate their connection to and responsibility for Country/Place AC9ADA4E02 | [ ]  | [ ]  | [ ]  | [ ]  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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