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| Years 5–6 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, students continue to learn in and through their practices of The Arts subjects, building on their prior learning and experiences. They work creatively and purposefully, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.  Students engage with dance works, choreographers and/or performers across cultures, times, places and/or other contexts; for example, exploring dance in their local area, state/territory or a country or region of Asia. They take opportunities to engage with living choreographers and/or performers and their works; for example, by experiencing live or virtual performances. They continue to 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 diverse cultures.  In this band, the focus is on students:   1. exploring and responding to   dance from local, regional, national and global cultures, times, places and/or other contexts that shows how the elements of dance that can be used to communicate ideas, perspectives and/or meaning  dance that showcases how First Nations Australians are continuing and revitalising cultures   1. 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 improvisation that allow them to extend and refine their movement capabilities  critical practices by observing, reflecting on and responding to dance they experience, including their own dance   1. creating dances by developing ideas and structuring movements to communicate their intentions as choreographers. They may focus on creating a dance work or they may create work that combines dance and another arts form, such as a dance for a media arts production 2. presenting and performing dance they have learnt and/or choreographed for audiences, in available, informal and/or formal settings including, as appropriate, school-hosted digital spaces such as a school learning management system. | 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 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures.  Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings. | | By the end of Year 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures.  Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings. | | By the end of Year 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures.  Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings. | | By the end of Year 6, students explain how the elements of dance are used in dance that they choreograph, perform and/or experience. They describe how dance from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning. They describe how dance is used to continue and revitalise cultures.  Students use the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning. They demonstrate safe dance practice and use of technical, and expressive skills. They perform dances in informal and/or formal settings. | |
| Learning area achievement standard | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or informal settings. | | By the end of Year 6, students explain the use of elements, concepts and/or conventions in arts works they create and/or experience. They describe how the arts communicate ideas, perspectives and/or meaning across cultures, times, places and/or other contexts. They describe how the arts are used to continue and revitalise cultures.  Students use subject-specific knowledge, elements, concepts, conventions, materials, skills and/or processes to create arts works that communicate ideas, perspectives and/or meaning. They demonstrate safe practices. They present and perform their arts works in formal and/or 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 ways that the elements of dance are combined to communicate ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts AC9ADA6E01 |  |  |  |  | develop and practise technical and expressive skills using safe dance practice and the elements of dance AC9ADA6D01 |  |  |  |  | manipulate the elements of dance and/or choreographic devices to choreograph dances that communicate ideas, perspectives and/or meaning AC9ADA6C01 |  |  |  |  | practise and perform dances using technical and expressive skills in informal and/or formal settings AC9ADA6P01 |  |  |  |  |
| explore the ways that First Nations Australians use dance to continue and revitalise cultures AC9ADA6E02 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns 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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