

# Prep to Year 2 standard elaborations — Australian Curriculum: Dance

**Purpose** The standard elaborations (SEs) provide additional clarity when using the Australian Curriculum achievement standard to make judgments on a five-point scale. These can be used as a tool for:

- making consistent and comparable judgments about the evidence of learning in a folio of student work
- developing task-specific standards for individual assessment tasks.

**Structure** The SEs are developed using the **Australian Curriculum achievement standard**. The Arts: Dance achievement standard describes the learning expected of students at each band in the two valued features for Australian Curriculum Arts — *responding* and *making*. *Making* is further broken down into *choreographing* and *performing*. Teachers use the achievement standard during and at the end of a period of teaching to make on-balance judgments about the quality of learning students demonstrate.

In Queensland the achievement standard represents the **working with (WW) standard** — a sound level of knowledge and understanding of the content, and application of skills. The SEs are presented in a **matrix**. The **discernible differences** or degrees of quality associated with the five-point scale are highlighted to identify the characteristics of student work on which teacher judgments are made. Terms are described in the Notes section following the matrix.

## Prep\* to Year 2 Australian Curriculum: Dance achievement standard

By the end of Year 2, students describe the effect of the elements in dance they make, perform and view and where and why people dance.

Students use the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas. Students demonstrate safe practice.

**Source** Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum Version 8 The Arts: Dance*, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance)

\* Prep in Queensland is the Foundation Year of the Australian Curriculum and refers to the year before Year 1. Children beginning Prep in January must be five years of age by 30 June.

# Prep to Year 2 Dance standard elaborations

	Applying (AP)	Making connections (MC)	Working with (WW)	Exploring (EX)	Becoming aware (BA)
<b>The folio of a student’s work has the following characteristics:</b>					
<b>Responding</b>	<p><b>clear and informed</b> description of:</p> <ul style="list-style-type: none"> <li>the effect of the elements in dance made, performed and viewed</li> <li>where and why people dance</li> </ul>	<p><b>informed</b> description of:</p> <ul style="list-style-type: none"> <li>the effect of the elements in dance made, performed and viewed</li> <li>where and why people dance</li> </ul>	<p>description of:</p> <ul style="list-style-type: none"> <li>the effect of the elements in dance made, performed and viewed</li> <li>where and why people dance</li> </ul>	<p><b>guided</b> description of:</p> <ul style="list-style-type: none"> <li>the effect of the elements in dance made, performed and viewed</li> <li>where and why people dance</li> </ul>	<p><b>statements about:</b></p> <ul style="list-style-type: none"> <li>the effect of the elements in dance made, performed and viewed</li> <li>where and why people dance</li> </ul>
<b>Making</b>	<p><b>skilful and effective</b> use of the elements of dance to make and perform <b>cohesive</b> dance sequences that demonstrate fundamental movement skills to clearly and <b>effectively</b> represent ideas</p>	<p><b>effective</b> use of the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to <b>effectively</b> represent ideas</p>	<p>use of the elements of dance to make and perform dance sequences that demonstrate fundamental movement skills to represent ideas</p>	<p><b>guided</b> use of the elements of dance to make and perform dance sequences that demonstrate <b>aspects of</b> fundamental movement skills to represent ideas</p>	<p><b>directed</b> use of the elements of dance to make and perform dance sequences that demonstrate <b>aspects of</b> fundamental movement skills</p>
	<p><b>skilful and effective</b> demonstration of safe practice</p>	<p><b>effective</b> demonstration of safe practice</p>	<p>demonstration of safe practice</p>	<p>demonstration of <b>aspects of</b> safe practice</p>	<p><b>directed</b> demonstration of <b>aspects of</b> safe practice</p>
<b>Key</b>	shading emphasises the <b>qualities that discriminate between the AP–BA descriptors</b>				
<b>AP</b>	applies the curriculum content; demonstrates a thorough understanding of the required knowledge; demonstrates a high level of skill that can be transferred to new situations				
<b>MC</b>	makes connections using the curriculum content; demonstrates a clear understanding of the required knowledge; applies a high level of skill in situations familiar to them, and is beginning to transfer skills to new situations				
<b>WW</b>	works with the curriculum content; demonstrates understanding of the required knowledge; applies skills in situations familiar to them				
<b>EX</b>	exploring the curriculum content; demonstrates understanding of aspects of the required knowledge; uses a varying level of skills in situations familiar to them				
<b>BA</b>	becoming aware of the curriculum content; demonstrates a basic understanding of aspects of required knowledge; beginning to use skills in situations familiar to them				

# Notes

## Australian Curriculum common dimensions

The SEs describe the qualities of achievement in the two dimensions common to all Australian Curriculum learning area achievement standard — understanding and skills.

Dimension	Description
<b>understanding</b>	the concepts underpinning and connecting knowledge in a learning area, related to a student's ability to appropriately select and apply knowledge to solve problems in that learning area
<b>skills</b>	the specific techniques, strategies and processes in a learning area

## Terms used in Prep to Year 2 Dance standard elaborations

These terms clarify the descriptors in the Prep to Year 2 Dance SEs. Descriptions are drawn from:

- ACARA Australian Curriculum: The Arts glossary, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/glossary)
- ACARA The Arts: Dance > Examples of knowledge and skills > Foundation to Year 2, [www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance/example-of-knowledge-and-skills](http://www.australiancurriculum.edu.au/f-10-curriculum/the-arts/dance/example-of-knowledge-and-skills)
- other sources, to ensure consistent understanding.

Term	Description
<b>artist</b>	generic term for the maker of an artwork in each of the five arts subjects; <i>artists</i> include actors, choreographers, composers, dancers, directors, editors, filmmakers, instrumental musicians, painters, scriptwriters, sculptors, singers; also includes artists who make <a href="#">hybrid artworks</a>
<b>artwork</b>	generic term for a performance or an artwork in each of the five arts subjects; when referred to generically this curriculum uses the term <i>artwork</i> ; within each arts subject, the subject-specific terms are used; artworks are also frequently described with reference to forms or styles; <i>artworks</i> include performances such as a dance, dramatic play or song and artefacts such as a film or painting; also includes <a href="#">hybrid artworks</a>
<b>aspects</b>	particular parts or features
<b>body</b>	in Prep to Year 2 Dance, examples for <i>body</i> include: <ul style="list-style-type: none"> <li>• body awareness — awareness of body in space in relation to objects in class; awareness of position</li> <li>• body zones/parts — whole body/parts of the body</li> <li>• body bases (what supports the body) — feet, hands or knees</li> </ul>
<b>body awareness</b>	focuses on the individual's own <a href="#">body</a> shapes, body bases, body parts, locomotor and non-locomotor movements
<b>body bases</b>	<a href="#">body</a> parts that support the rest of the body (e.g. when standing, the feet are the body base; when kneeling, the knees are the body base)
<b>body parts</b>	using isolated parts or sections of the <a href="#">body</a> (e.g. arms, legs, head, torso, feet, hands)
<b>body zones</b>	<a href="#">body</a> areas of right side, left side, front, back, upper half and lower half

Term	Description
<b>choreographic devices</b>	<p>the tools a choreographer selects and uses to communicate ideas, including: abstraction, sequence, repetition, transition, contrast, variation and canon;</p> <p>in Prep to Year 2 Dance, examples for <i>choreographic devices</i> include:</p> <ul style="list-style-type: none"> <li>• selecting meaningful movements</li> <li>• combining movements</li> </ul>
<b>choreographing</b>	includes learning about and using the <a href="#">elements of dance</a> , production elements, <a href="#">choreographic devices</a> and choreographic forms to plan and make dance <a href="#">sequences</a> that communicate ideas and intentions
<b>clearly</b>	easy to perceive, understand, or interpret; without ambiguity
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning
<b>communication</b>	in The Arts, <i>communication</i> means sharing of learnings, ideas, thoughts and feelings through the viewpoints of the artist and/or the audience
<b>dance sequence</b>	see <a href="#">sequence</a>
<b>description; describe</b>	give an account of characteristics or features
<b>directed</b>	following the instructions of the facilitator
<b>dynamics</b>	in Dance, <i>dynamics</i> refers to how movement is performed, and includes the weight, force, and/or energy that are applied to movement over time (e.g. heavy to light weight, strong to gentle force, or fast to slow release of energy)
<b>effectively; effective</b>	<p>meeting the assigned purpose in a considered and/or efficient manner to produce a desired or intended result;</p> <p>in Dance, <i>effective</i> means meeting the purpose by communicating meaning with impact</p>
<b>elements of dance</b>	<p>in Dance, the <i>elements of dance</i> are:</p> <ul style="list-style-type: none"> <li>▪ space: where the body moves, including level, dimension, direction, shape, active space, positive space, negative space, planes, pathways, general space, personal space and performance space</li> <li>▪ time: when dance occurs (how long it takes), including metre, tempo, momentum, accent, duration, phrasing, rhythmic patterns, stillness and beat</li> <li>▪ <a href="#">dynamics</a>: how dance is performed, including weight, force, energy and movement qualities</li> <li>▪ relationships: associations or connections occurring when the body dances: <ul style="list-style-type: none"> <li>– between body parts (e.g. right arm to left arm, hand to face)</li> <li>– the body and the floor (e.g. close to, away from)</li> <li>– the body and objects (e.g. a chair, fan, stick, scarf)</li> <li>– the body and space (e.g. an expansive or limited relationship)</li> <li>– the body and others (e.g. dance to one or more dancers);</li> </ul> </li> </ul> <p>in Prep to Year 2 Dance, examples for the <i>elements of dance</i> include:</p> <ul style="list-style-type: none"> <li>• space <ul style="list-style-type: none"> <li>– level — for example, moving through low (ground), medium (standing) and high (head height) levels</li> <li>– directions — for example, forwards, backwards, sideways</li> <li>– shapes — for example, angular, twisted, curved, straight, closed circular</li> <li>– dimension — for example, big, small</li> <li>– personal (kinesphere) and general space — for example, moving within the space around the body; extending as far as the body and body parts can reach without travelling; sharing the general dance space with other students</li> </ul> </li> </ul>

Term	Description
	<ul style="list-style-type: none"> <li>- pathways — for example, tracing patterns in the air with the arms, or on the floor by moving the body around, under, over</li> <li>• time <ul style="list-style-type: none"> <li>- tempo — for example, fast/slow, slowing down, speeding up, moving versus freezing</li> <li>- rhythm — for example, even, uneven</li> </ul> </li> <li>• dynamics <ul style="list-style-type: none"> <li>- gaining control over own energy levels</li> <li>- moving to illustrate different environments — for example, melting ice, windy weather</li> <li>- using different dynamics — for example, heavy/light, sharp/soft movements</li> <li>- movement qualities — melting, jerky, percussive</li> <li>- force — bouncing, exploding, shaking</li> </ul> </li> <li>• relationships <ul style="list-style-type: none"> <li>- groupings — for example, dancing as an individual within a group</li> <li>- spatial relationships — for example, around, side-by-side</li> <li>- interaction — for example, mirroring movement with a partner</li> <li>- use of simple objects/props — for example, moving in and around an object or prop</li> </ul> </li> </ul>
<b>expressive skills</b>	<p>in Dance, the use of facial expression to communicate in performance;</p> <p>in Prep to Year 2 Dance, examples for <i>expressive skills</i> include:</p> <ul style="list-style-type: none"> <li>• facing the audience,</li> <li>• looking out to audience (as appropriate)</li> <li>• using facial expression</li> </ul>
<b>fundamental movement skills</b>	<ul style="list-style-type: none"> <li>• locomotor movements <ul style="list-style-type: none"> <li>- travelling movements</li> <li>- movement from one space to another such as walking, running, hopping, skipping, leaping or crawling</li> </ul> </li> <li>• non-locomotor movements <ul style="list-style-type: none"> <li>- movement of the body occurring above a stationary base</li> <li>- on the spot movements;</li> </ul> <p>also called <i>axial movement</i> (e.g. bending, stretching, twisting, shaking, bouncing, rising, sinking, pushing, pulling, or swinging and swaying);</p> <p>in Prep to Year 2 Dance, examples for <i>fundamental movement skills</i> include:</p> <ul style="list-style-type: none"> <li>• locomotor movements — for example, walking, running, marching, galloping, skipping, crawling, rolling</li> <li>• non-locomotor movements — for example, bending, stretching, twisting, turning, growing, melting to the ground</li> </ul> </li> </ul>
<b>guided</b>	visual and/or verbal prompts to facilitate or support independent action
<b>hybrid artwork</b>	the combination of more than one art form within an artwork
<b>informed</b>	<p>having relevant knowledge; being conversant with the topic;</p> <p>in Dance, this includes how the knowledge and skills (<a href="#">elements of dance</a>, <a href="#">choreographic devices</a> and production elements) work together to communicate meaning or intent in and through dance</p>
<b>locomotor movements</b>	see <a href="#">fundamental movement skills</a>
<b>making</b>	includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions

Term	Description
<b>non-locomotor movements</b>	see <a href="#">fundamental movement skills</a>
<b>perform; performing</b>	includes learning about and using knowledge and application of technical skills and expressive skills to present and share artworks with audiences that communicate ideas and intentions; in Dance, includes dancing
<b>represent; representation</b>	the expression or designation of a character, place, idea, image or information by some other term, character, symbol, diagram, image, sound or combination of visual and aural expression, based on shared social values and beliefs; in Dance, also includes the expression of movement
<b>responding</b>	includes exploring, responding to, analysing and interpreting artworks
<b>safe dance practices</b>	the practice of selecting and executing safe movement; the focus is on providing dance activities and exercises which allow students to participate without risk of injury; all dance movement should be performed relevant to an individual's body type and capabilities;  in Prep to Year 2 Dance, examples for <i>safe dance practices</i> include: <ul style="list-style-type: none"> <li>• awareness of, care, respect and responsibility for other students dancing in the dance space</li> <li>• awareness of the boundaries of the dance space</li> <li>• awareness of their own body's needs, for example, getting a drink after dance activities for hydration</li> </ul>
<b>sequence</b>	the linking together of stories or ideas, much like words linked together to form sentences and paragraphs; in Dance, a <a href="#">choreographic device</a> where movements are linked together to form a series of movements or phrases
<b>skilful</b>	in Dance, in the context of: <ul style="list-style-type: none"> <li>▪ <i>creating artworks</i>, this includes considered selection, management and application of the <a href="#">elements of dance</a></li> <li>▪ <i>sharing artworks</i>, this includes a high degree of proficiency and polish</li> </ul>
<b>statement; state</b>	a sentence or assertion
<b>technical skills</b>	combination of proficiencies in control, accuracy, alignment, strength, balance and coordination in an art form that develop with practice; in Dance, proficiencies developed through the acquisition of appropriate strength, flexibility, coordination and endurance in the performance of body actions, <a href="#">locomotor</a> and <a href="#">non-locomotor movements</a> , and developed with practice to perform in specific dance styles  in Prep to Year 2 Dance, examples for <i>technical skills</i> include: <ul style="list-style-type: none"> <li>• with teacher guidance, practising to develop body control, posture, strength, balance and coordination</li> </ul>