



Purpose of the literacy and numeracy learning progressions

The purpose and intent of the progressions are to provide a tool to:

- locate the literacy and numeracy development of students
- plan for student progress in literacy and numeracy
- facilitate shared professional understanding of literacy and numeracy development
- support a whole school approach to literacy and numeracy development.

Literacy and numeracy in the learning areas

The learning areas provide rich opportunities for extending and enriching literacy and numeracy. To effectively plan for differentiated teaching of literacy and numeracy in the learning areas, teachers draw on their knowledge of the Australian Curriculum and their knowledge of their students. Recognising that students learn at different rates; the learning progressions provide a continuum for teachers to identify and build on students' literacy and numeracy skills. The intention is that students will develop their literacy and numeracy expertise purposefully, in meaningful contexts.

Literacy and numeracy in The Arts

Arts learning programs based on Australian Curriculum: The Arts Years 7-10 can provide opportunities for students to:

- develop aspects of the literacy and numeracy identified in the learning progressions that are also associated with specific arts practices, forms, skills, techniques and processes including processes for analysing, evaluating, critiquing and reflecting and interpreting ideas, meanings and messages
- apply and build on literacy and numeracy capabilities acquired in other learning areas and in earlier years of schooling. This might involve applying knowledge and skills in different contexts, for different purposes or deepening and broadening prior learning to explore new aspects of a concept or skill.

Through Arts learning students develop verbal and auditory working memory, visuo-spatial reasoning and their ability to interpret and use symbols and symbol systems to create meaning. These skills are transferrable across learning contexts and support development of literacy and numeracy capabilities.

Using this advice and the learning progressions to plan for student progress in literacy and numeracy

This advice illustrates how the learning progressions can be used in Dance to support student progress in literacy and numeracy. This advice:

- identifies the sub-elements of the learning progressions that are most relevant to studying Dance
- identifies some aspects of an achievement standard that include literacy or numeracy demands
- lists some relevant indicators at one or more levels of the learning progressions to illustrate how the learning progressions might be unpacked to support student progress in literacy and numeracy in the study of Dance
- identifies how students can develop literacy and numeracy capabilities purposefully and in meaningful contexts through Dance.

Figure 1 illustrates how the learning progressions are to be used by teachers to identify where students are located on the literacy and numeracy continuum and plan for their ongoing development within the learning areas. Therefore, this advice can support use of the learning progressions in developing explicit and targeted programs to ensure students are able to access discipline-specific knowledge, concepts, understanding and skills. While advice is provided on the most relevant sub-elements of each learning progression for the discipline of Dance, whole school planning may address other sub-elements to progress students' literacy and numeracy.

Targeted Achievement Standard	Indicators of literacy development related to the standard		
A. Year 9	B. Level LIS2	C. Level LIS5	D. Level LIS8
<p>Students:</p> <ul style="list-style-type: none"> interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions 	<ul style="list-style-type: none"> responds to spoken texts (uses facial expressions, movements, turns towards the speaker) responds to short phrases relying on key words, tone of voice and intonation follows a simple sequence of instructions recognises and uses one-syllable rhyming words (see Phonological awareness) repeats familiar words heard in a text or conversation 	<ul style="list-style-type: none"> listens to texts to engage with learning area content recalls specific information from learning area text attempts to sequence events in recounting ideas uses simple strategies (asking questions to elicit extra information, asking others' contributions, check own comprehension) 	<ul style="list-style-type: none"> identifies and paraphrases key points of a speaker's arguments (interprets speeches and uses own words to identify key historical events and arguments) identifies and explains the rhetorical devices used by the speaker and explains how they are used in a speech and the point/s of view expressed) identifies any shifts in direction, purpose or focus and identifies the speaker's position or perspective identifies the speaker's voice in the text, addresses whose voice is missing? How has language been used to include or exclude?

Figure 1: Annotated example of how to use learning area advice and the progressions to progress learning

Numeracy in Dance

In Dance, students develop numeracy capability when they create, represent and interpret data in spatial, and numerical forms. Students use calculation, estimation and measurement to plan and execute dances. Through dance, students develop spatial awareness and spatial reasoning as they manipulate elements of movement, plan and create dances and explore choreographic patterns, sequences and structures. When learning and performing dances students count beats in different metres and consider the effect of tempo choices. They can also use movement diagrams to learn dances or document their own choreography.

Using the numeracy learning progression to support students in Dance

The most relevant sub-elements of the numeracy learning progression for Dance are *Number patterns and algebraic thinking, Comparing units, Interpreting fractions, Understanding units of measurement, Understanding geometric properties, Positioning and locating and Measuring time.*

Typically, students acquire knowledge and skills relating to many of the indicators listed below during their Primary years. As they learn in Dance across Years 7-10, students can apply and build on this learning in new contexts.

Number patterns and algebraic thinking

Figuring out how a pattern works brings predictability and allows the making of generalisations. This sub-element describes how a student becomes increasingly able to identify a pattern as something that is a discernible regularity in a group of numbers or shapes. For example, as students develop movement memory in dance they learn counting patterns to connect the steps/movements/phrases of the dance to the music.

It is important to note that, even though the achievement standards in Year 7 – 10 Dance do not include overt references to *Number patterns and algebraic thinking*, opportunities to develop these skills are implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
<p>Year 8</p> <p>Students:</p> <ul style="list-style-type: none"> choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form, to communicate choreographic intent choreograph and learn dances and perform them with confidence and clarity and with technical and expressive skills, appropriate to the dance style. 	<p>NPA4/5</p> <p>A student:</p> <p>Continuing number patterns</p> <ul style="list-style-type: none"> continues patterns where the difference between each term is the same number (2, 4, 6, 8, 10 ...) sequences numbers to identify a pattern or rule (counts in different groupings, for example, the number of steps in a whole sequence) <p>Generalising patterns</p> <p>identifies elements, including missing elements, in a one-operation number pattern (Counting 1234, 2234, 3234 etc. to maintain time or knowing when to come in on a section of choreography).</p>

Comparing units (ratios, rates and proportion)

This sub-element addresses comparing units in ratios, rates and proportions. A ratio describes a situation in comparative terms and a proportion is taken to mean when this comparison is used to describe a related situation in the same comparative terms, for example, a 2:1 ratio of dancers in one position compared to dancers in another position or the concepts of double time and half-time. Rates rather than ratios are used to compare different types of quantities, for example, beats per minute.

It is important to note that, even though the achievement standards in Years 7-10 Dance do not include overt references to *Comparing units*, these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard
Year 10	CoU1/2
<p>Students:</p> <ul style="list-style-type: none">• choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form to communicate choreographic intent• choreograph and learn dances and perform them with confidence and clarity and with technical and expressive skills, appropriate to the dance style.	<p>A student:</p> <p>Building ratios</p> <ul style="list-style-type: none">• uses knowledge of fractions as part-whole relationships to divide and compare quantities (when planning sections that will form part of a complete dance work)• represents and models ratios using diagrams or objects (when planning a dance, talks about or shows on an informal map a ratio 1:4 to explain that for each dancer at this high level there are four dancers at a low level) <p>Rates</p> <ul style="list-style-type: none">• interprets rates as a relationship between two different types of quantities (the relationship between beats per minute and the pulse/rhythm of a dance phrase)• uses rates to determine how quantities change (uses rates to plan connections between dance phrases and sections in the music, when choreographing).

Interpreting fractions

This sub-element emphasises the development of the fraction concept and the size of fractions rather than the development of procedures or algorithmic skills. It describes how a student becomes increasingly able to use fractions as numbers that describe a relationship between two abstract measures of quantity. For example, in Dance, terms such as ‘half-way down’ or ‘quarter-turn’ might be used.

It is important to note that even though the achievement standards in Years 7-10 Dance do not include overt references to *Interpreting fractions*, opportunities to develop these skills are implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	InF6
Students: <ul style="list-style-type: none">• choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form, to communicate choreographic intent• choreograph and learn dances and perform them with confidence and clarity and with technical and expressive skills appropriate to the dance style.	A student: Fractions as numbers <ul style="list-style-type: none">• connects the concepts of fractions and division: a fraction is a quotient, or a division statement (describes a position as $\frac{3}{4}$ of the way up or varies a movement by performing it at half speed)• shows an understanding that a fraction represents a single number, not two separate whole numbers (understands ‘a $\frac{1}{4}$ turn’ as turning 90° rather than turning once every four steps).

Understanding units of measurement

This sub-element describes how a student becomes increasingly able to recognise attributes that can be measured and how units of measure are used and calculated. In making the transition from informal to formal units, a student attends to the structure of units used to measure how they are assembled end-to-end, side-by-side or in layers without gaps or overlapping. The structure of the units gives rise to ways of calculating length, area and volume. For example, in Dance students use informal units of measurement to 'mark' or 'step-out' the movements of a dance they are learning and calculate adjustments that might be needed to perform the dance safely in the space available.

It is important to note that, even though the achievement standards in Years 7-10 Dance do not include overt references to Understanding units of measurement, opportunities to develop these skills are implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	UGP5/6
<p>Students:</p> <ul style="list-style-type: none"> choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form, to communicate choreographic intent choreograph and learn dances and perform them with confidence and clarity and with technical and expressive skills, appropriate to the dance style. 	<p>A student:</p> <p>Using informal units of measurement</p> <ul style="list-style-type: none"> measures the length and area of a shape using a single informal unit repeatedly (iteration). (For example, measures a pathway by counting the number of times a movement will be repeated, measures the number of steps or runs required to traverse upstage prompt to downstage OP, or how many times a step and leap is possible in a performance space) estimates length or area by visualising how many of the units will fit into the space to be measured (visualises how far apart dancers need to stand in a formation to create a line across a performance space) explains that the distance measured is the space between the marks or 'ends' of each unit, not the marks themselves (explains that the distance measured is the space between the beginning and end of individual movements in a repeating sequence) <p>Identifying the structure of units</p> <ul style="list-style-type: none"> estimates lengths that lie between full units by visualising subdivisions of the unit (estimates a starting position for completing x number of turns across the stage safely).

Understanding geometric properties

This sub-element describes how a student becomes increasingly able to identify the attributes of shapes and objects and how they can be combined or transformed. Being able to use spatial reasoning and geometric properties to solve problems is important for a range of tasks. For example, in Dance, students use knowledge of angles to maintain alignment and focus. They use spatial reasoning when dancing, for example, using peripheral vision to visualise lines of symmetry and maintain their relationship to other dancers in a formation.

It is important to note that, even though the achievement standards in Years 7-10 Dance do not include overt references to *Understanding geometric properties*, these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 8	UGP3/4/5
Students: <ul style="list-style-type: none"> • choreograph dances, demonstrating selection and organisation of the elements of dance, choreographic devices and form, to communicate choreographic intent • choreograph and learn dances and perform them with confidence and clarity and with technical and expressive skills, appropriate to the dance style. 	A student: <p>Properties of shapes and objects</p> <ul style="list-style-type: none"> • represents shapes and objects (manipulates body to create shapes and objects, for example, creating parallel lines with hands or using legs to draw perpendicular lines in the air or represents shapes and objects when documenting movement vocabulary) <p>Symmetry</p> <ul style="list-style-type: none"> • recognises that shapes can have lines of symmetry (works in a pair to create a mirror dance) • identifies the different shapes that enable the creation of symmetrical designs (analyses the symmetrical qualities, shapes and lines in examples of Muslim art and uses this as stimulus for choreographing a dance) <p>Angles and lines</p> <ul style="list-style-type: none"> • uses angle properties to identify perpendicular and parallel lines, (creates a movement diagram from an image of a skyscraper and improvises movement inspired by the angles and lines of the building).

Positioning and locating

This sub-element describes how a student becomes increasingly able to recognise the attributes of position and location. This sub-element is important to Dance as it assists with developing spatial reasoning, coordination (of body parts) and kinaesthetic awareness (position of the body in space) when dancing alone and in groups.

It is important to note that, even though the achievement standards in Years 7-10 Dance do not include overt references to *Positioning and locating*, these skills are essential and implied in the following aspects of the achievement standard:

Targeted Achievement Standard	Examples of how indicators relate to the AC standard <i>Individual student numeracy may be at different levels of the learning progression as indicated in Figure 1</i>
Year 10	PoL3
Students: <ul style="list-style-type: none">• choreograph dances by manipulating and combining the elements of dance, choreographic devices, form and production elements to communicate their choreographic intent• choreograph, rehearse and perform dances, demonstrating technical and expressive skills appropriate to the genre and style.	A student: Interpreting maps and plans <ul style="list-style-type: none">• draws an informal map or sketch to provide directions (draws a dance map when planning choreography in a space)• locates positions on an informal map (locates starting positions on the dance map)• orients an informal map using recognisable landmarks and current location (orients the map to show the location of the audience and entry and exit points)• locates self on an informal map to select an appropriate path to a given location (traces pathway options for individual dancers to move from formation to formation).