



Australian  
CURRICULUM  
Review

# THE ARTS

CONSULTATION CURRICULUM

**Dance – All elements 7–10**

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## F–10 AUSTRALIAN CURRICULUM: THE ARTS

### ABOUT THE LEARNING AREA

#### Introduction

The Australian Curriculum: The Arts comprises five subjects:

- In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and appreciation of and responses to dance and dance making.
- In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.
- In Media Arts, students use communications technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They explore the diverse cultural, social and organisational influences on communications practices, and draw on this understanding when making and responding to media arts works.
- In Music, students listen to, compose and perform music from a diverse range of styles, traditions and contexts. They create, shape and share sounds in time and space and critically analyse music. Music practices are aurally based and focus on developing and applying knowledge and skills through sustained musical engagement.
- In Visual Arts, students experience and explore the concepts of artists, visual arts works, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design.

The Arts curriculum is written on the basis that all students will study The Arts from Foundation to the end of Year 8. State and territory school authorities or individual schools will determine how the curriculum is implemented. There is flexibility for schools to develop teaching programs that may involve integrated units within the arts and/or across the curriculum. Schools may also form partnerships with the arts industry to complement provision of The Arts curriculum.

- In primary school, the curriculum has been developed to allow for the study of the five arts subjects from Foundation to Year 6.
- In Years 7 and 8, the curriculum has been written to allow students to experience one or more arts subjects in depth.
- In Years 9 and 10, the curriculum is written to allow students to specialise in one or more arts subjects.

## Rationale

The arts are as old as humanity. They are part of every culture and central to the diverse and continuing cultures of First Nations Australians.

Through the arts, people share stories, ideas, knowledge and understanding. The arts give people ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

Engaging in quality arts experiences and processes enriches our social and emotional wellbeing. It fosters the development of our imagination and enables us to reach our creative and intellectual potential. The distinctive languages, knowledges, skills, techniques and processes of each arts subject in the Australian Curriculum is to be valued equally its own right. They enable learners to play, explore, question, challenge and imagine new possibilities as they create, embody, design, represent, collaborate and communicate imagined and conceptual ideas, emotions, observations and experiences. The arts foster rich interdisciplinary opportunities for learners as they grow in their understanding of self and others and make sense of, interpret, and respond to their worlds.

Rich in tradition, the arts play a major role in the development and expressions of diverse cultures and communities, locally, nationally and globally. The exploration of cultures and histories develops critical intercultural understandings to inform decision-making and aesthetic choices. Students communicate meaningful ideas in current, traditional and emerging art forms. They use arts knowledge, processes and understandings to learn and make meanings as artists and audiences engaging with arts organisations, creative industries and arts professionals.

Through the arts, students learn to aesthetically express their ideas, thoughts, questions, understandings and opinions. They learn that the processes involved in designing, making, producing and analysing their work is essential to learning about, in and through The Arts.

The arts are core to the development of confident, compassionate, creative and resilient individuals who can think and reflect critically, challenge current stereotypes and work towards making a difference in reimagining their own and their communities' futures.

## Aims

The Australian Curriculum: The Arts aims to develop students':

- creativity, critical thinking, aesthetic knowledge and understanding about arts practices, through making and responding to arts works with increasing self-confidence
- arts knowledge and skills to communicate ideas; they value and share their arts and life experiences by representing expressing and communicating ideas, imagination and observations about their individual and collective worlds to others in meaningful ways
- use of innovative arts practices with available and emerging technologies, to express and represent ideas, while displaying empathy for multiple viewpoints

- understanding of Australia’s histories and traditions through the arts, engaging with the arts works and practices, both traditional and contemporary, of First Nations Australians
- understanding of local, regional and global cultures, and their arts histories and traditions, through engaging with the worlds of artists, arts works, audiences and arts professions.

These aims are extended and complemented by specific aims for each subject in The Arts.

## Organisation of the learning area

### *Content structure*

The Australian Curriculum: The Arts is presented in two-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

### *Band level descriptions*

Band level descriptions provide an overview of the learning that students should experience at each level. They highlight the important interrelationships between the content strands and interrelationships between the content strands and the core concepts.

### *Achievement standards*

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band. To provide flexibility for schools an achievement standard has been written for The Arts learning area, as well as for each subject from Foundation to Year 6. Some schools may wish to report holistically on The Arts learning area in Foundation to Year 6, while others may prefer to report on specific subjects.

### *Content descriptions*

Content descriptions specify the essential knowledge, understanding and skills that young people are expected to learn, and that teachers are expected to teach, in each band. The content descriptions are organised under four strands in each of The Arts subjects.

### *Content elaborations*

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

## Strands

Content in the Australian Curriculum: The Arts is organised under four strands:

- Exploring and connecting
- Developing skills, practice and ideas
- Creating
- Sharing and communicating.

### Exploring and connecting

This strand is about exploring ideas, practices, works and contexts for the arts in the lives of individuals and groups, cultures and communities. Through their explorations, students make connections as artist and as audience, seeing and valuing multiple perspectives. Students explore where and why people make art, develop cultural and aesthetic knowledge, and consider ideas and meanings communicated in and through the arts. By considering personal, national and global contexts, students are challenged to explore diversity and connect with the roles that the arts play in everyone's life.

### Developing skills, practice and ideas

This strand is about developing skills and practice in and across The Arts subjects. As artists, students develop creative and critical practice. They develop their capability and confidence to use the elements, principles, conventions or concepts, skills and processes relevant to individual Arts subjects in a range of contexts. Students may also develop skills and practices for creating works in multi- or trans-disciplinary forms. Ideas, play, imagination, experimentation and critical thinking are central to developing artistic and creative practice. As artists and as audiences, students develop skills for analysing, reflecting on and evaluating their art making practices.

### Creating

This strand is about using subject-specific or multi-arts creative processes. Students initiate, create, produce, refine and realise new work. They interpret, produce, refine or realise existing work. Students think critically and creatively, analyse, reflect and evaluate. They create and produce their work, individually or collaboratively, using a diverse range of forms, including forms where artists and audiences are co-creators. Some student artwork will have a final form, while other work will be process-driven and may not be resolved.

### Sharing and communicating

This strand is about artists sharing work and ideas with audiences. Students present their work using available contexts and spaces. They plan, design and rehearse their presentations and performances. They initiate, observe and participate in interactions between artists and audiences. Student's critique and reflect on their own work and evaluate their own and others' responses to the work.

## Core concepts

Core concepts are the big ideas, understandings, skills and processes that are central to The Arts curriculum. They give clarity and direction about what content matters most in the learning area. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep and increasingly sophisticated understanding of and capability in The Arts across the years of schooling.

The core concepts that form the essence of learning in The Arts and underpin the content in the four strands are:

- learning by making and responding
- learning as artist and as audience.

Figure 1 shows the relationship of the core concepts to the content strands.

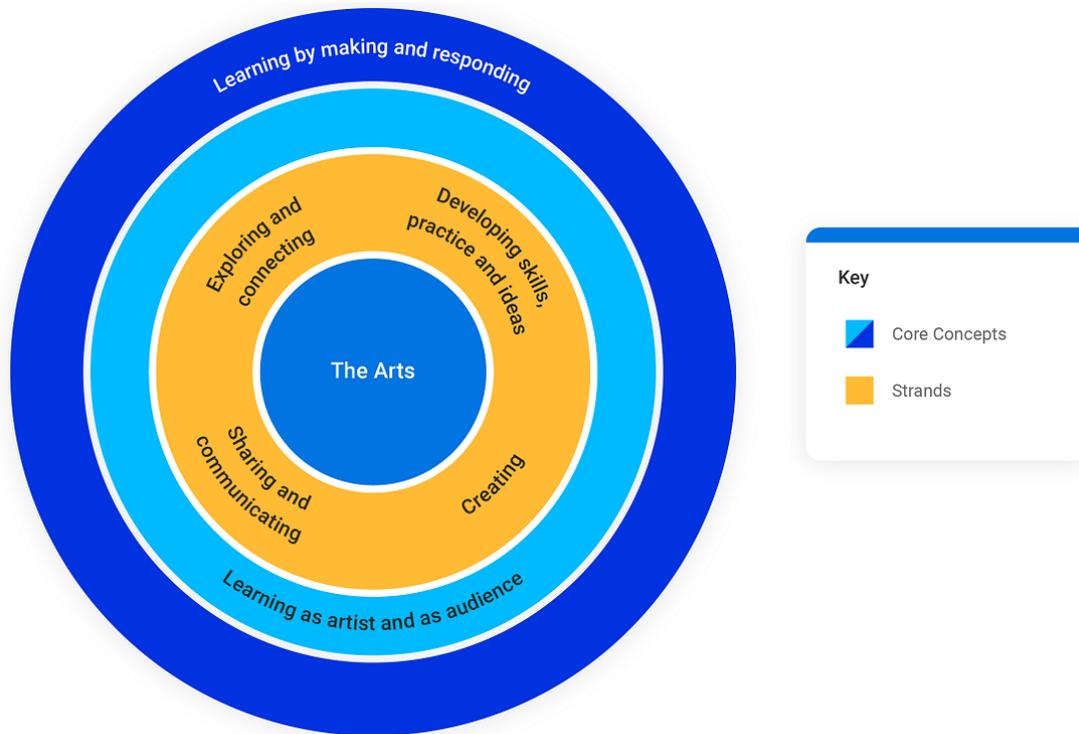


Figure 1: Relationship of the core concepts to the content strands

Australian Curriculum: The Arts – Dance – All elements 7–10.  
Consultation curriculum

*Read more*

## Learning by making and responding

In The Arts, students learn as artists and as audiences through the interrelated artistic and creative practices of making and responding. Through making and responding students engage with arts works and cultural expressions, artists, real and imagined worlds, and contexts.

Making and responding are core concepts that underpin all learning in The Arts. Together, they allow students to learn as artists, engage with other artists and audiences, experience arts works, and develop knowledge and understanding about the role artists and arts practice play in cultures and communities. Making and responding reflect the iterative and interwoven nature of creative and critical arts practice. Each can operate independently, and each informs the other.

Making engages senses, cognition, and emotions through:

- play, imagination, wonder, ideas and practical actions
- thinking critically and creatively
- learning about and using knowledge, skills, techniques, processes, materials and technologies
- creating arts works that communicate ideas and intentions
- reflecting.

Responding includes:

- investigating, analysing and evaluating ideas, intentions, arts works, arts practices, contexts and the role that the arts, artists and audiences play in cultures and communities
- being curious, wondering and considering multiple perspectives
- asking questions, and exploring possibilities and ideas
- reflecting, critiquing and evaluating.

## Learning as artist and as audience

Students learn, develop and refine critical and creative practice as artists. As artists students:

- develop skills and understanding of elements, concepts, skills, techniques and processes
- explore meanings and possibilities across diverse art forms
- generate, develop and resolve ideas
- work individually, collaboratively and as co-creators
- act on intentions

- experiment with techniques, materials and technologies
- ask probing questions to solve problems and make decisions.

Students are an audience for their own work as it develops or in its completed form. They consider issues such as:

- how their work and practice embodies, enacts or represents their ideas and intentions
- the meanings the work might communicate to a wider audience
- how audiences might experience and respond to their work
- how they might explain their thinking and intentions to audiences
- how their work might be seen as reflecting, representing, challenging, confirming, disrupting or damaging ideas or understandings.

Students are also an audience for work created by other artists. They:

- explore how audiences engage with arts works
- make meaning from arts works and experiences
- connect with other artists and with audiences
- consider how the arts works they are experiencing reflect, represent, challenge, confirm, celebrate or disrupt ideas and understandings held by people, communities and cultures.

## Key connections

### *General capabilities*

In the Australian Curriculum, general capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities are developed through learning area content; they are not separate learning areas, subjects or isolated skills.

Opportunities to develop general capabilities in learning area content vary. The general capabilities of most relevance and application to The Arts are Critical and Creative Thinking, Personal and Social capability and Intercultural Understanding.

Literacy and Numeracy are fundamental to all learning. While literacy and numeracy development is core to the curriculum in English and Mathematics, literacy and numeracy skills are required and applied in all learning areas, including The Arts.

General capabilities are identified in content descriptions when they are developed or applied through learning area content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

*Read more*

## **Literacy**

In the Australian Curriculum: The Arts, students use literacy to develop, apply and communicate their knowledge and skills as artists and as audiences. Through arts learning students enhance and extend their literacy skills as they create, compose, design, analyse, comprehend, discuss, interpret or evaluate their own and others' arts works. Each subject in The Arts requires students to learn and use specific terminology of increasing complexity as they move through the curriculum. Students understand that the terminologies of the arts vary according to context and they develop their ability to use language dynamically and flexibly.

## **Numeracy**

In the Australian Curriculum: The Arts, students select and use relevant numeracy knowledge and skills to plan, design, make, interpret, analyse and evaluate arts works. Across The Arts subjects, students recognise and use: number to calculate and estimate; spatial reasoning to solve problems involving space, patterns, symmetry, 2D shapes and 3D objects; scale and proportion to show and describe positions, pathways and movements; and measurement to explore length, area, volume, capacity, time, mass and angles. Students work with a range of numerical concepts to organise, analyse and create representations of data such as diagrams, charts, tables, graphs and motion capture, relevant to their own or others' arts works.

## **Critical and Creative Thinking**

Students develop critical and creative thinking as they make and respond to art works, ideas and practices in different contexts. As artists, students develop questions, imagine and act on possibilities, consider various options and alternatives when creating, interpret and generate ideas and make decisions. As audience, students think critically and creatively about their work and the work of other artists. They reflect, analyse, critique and evaluate their thinking about arts works and the roles that the Arts play in the lives of people, communities and cultures.

## **Personal and Social capability**

In the Australian Curriculum: The Arts, students develop Personal and social capability as they make and respond to arts works, ideas and practices. When working with others, students develop social management skills as they communicate effectively, collaborate, make decisions that meet the needs of themselves and others and demonstrate leadership as they create arts works. As artists and as audience, students develop self-awareness and self-management skills as they set goals, work collaboratively, reflect upon various arts practices, and build resilience, adaptability, and perseverance as they think about their work and the work of other artists.

## **Intercultural capability**

Students develop Intercultural understanding as they consider the influence and impact of cultural identities and traditions on the practices and thinking of artists and audiences. As artists, students explore their own cultural identities and those of others they appreciate the diversity of cultures and contexts in which artists and audiences live. As audience, students engage with artworks from diverse cultural sources, and are able to consider accepted roles, images, objects, sounds, beliefs and practices in new ways. They take opportunities to use their arts practice to respond to biases, stereotypes, prejudice and discrimination.

## ***Cross-curriculum priorities***

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects regional, national and global contexts.

Cross-curriculum priorities are incorporated through learning area content, they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. Each of the cross-curriculum priorities has relevance and strong connections to The Arts learning area.

The cross-curriculum priority of Aboriginal and Torres Strait Islander Histories and Cultures is embedded in content descriptions for each Arts subject. The Asia and Australia's Engagement with Asia and Sustainability cross-curriculum priorities are identified in content elaborations where they offer opportunities to add depth and richness to student learning.

## ***Read more***

### **Aboriginal and Torres Strait Islander Histories and Cultures**

Through the Australian Curriculum: The Arts students learn about the central place of the Arts in the oldest continuous living cultures in the world. They explore how First Nations Australians recognise and communicate connections to Country/Place through cultural expressions that draw on belief systems connected to the lands, sea, sky and waterways.

Students learn about the distinctiveness and diversity of First Nations Australians' cultural practices and expressions that represent unique ways of being, knowing, thinking and doing. They learn how First Nations Australians are using materials, forms and technologies in innovative ways to create cultural expressions and arts works that celebrate, challenge and communicate ideas and perspectives. Students explore ways First Nations Australians' cultural expressions combine dance, drama, music, media and visual elements to tell stories and share knowledge. They learn about First Nations Australians' cultural practices as both the oldest and newest examples of artistic and creative practice known to humanity.

Through The Arts curriculum, students learn that First Nations Australian cultures have internationally enshrined rights to ensure that these can be maintained, controlled, protected and developed. Students have the opportunity to consider their role in enacting those rights through respectful use of Indigenous Cultural Intellectual Property protocols. As they examine ways First Nations Australians continue, maintain and revitalise their cultures students also learn about the impact of historical and contemporary events on the cultures. Students learn about the significant and ongoing contributions of First Nations Australians to Australian identity and how these contributions are acknowledged locally, nationally and globally. Showcasing and celebrating these contributions to Australia’s cultural life allows students to engage with the voices of First Nations Australians. It also encourages collaboration with artists, creative practitioners and knowledge holders from First Nations Australian communities.

### **Asia and Australia’s Engagement with Asia**

In the Australian Curriculum: The Arts, students can examine art forms and practices that reflect the rich and diverse cultures, belief systems and traditions of the Asia region. Students can explore traditional, contemporary and emerging media, forms and practices and relationships between artists and audiences across Australia and Asia. They consider the local, regional and global influence of arts and cultural practices created and experienced across the region. Students can also investigate the role of the arts in developing, maintaining and transforming cultural beliefs and practices and communicating an understanding of the rich cultural diversity of the Asia region. They reflect on the intrinsic value of these arts works and artists’ practices as well as their place and value within contexts and communities.

### **Sustainability**

Through the Australian Curriculum: The Arts students can explore how ideas and perspectives about issues such as living sustainably, equity and social justice can be represented in arts works from all times and places. As artists, students can create work individually or collaboratively that communicates their ideas about these issues, contributing to community action for sustainable futures. Learning in and through The Arts develops students’ ability to consider multiple perspectives and value diversity. Students are encouraged to consider sustainability when selecting and using materials and processes to create their work.

### **Learning areas**

The Australian Curriculum: The Arts provides opportunities to integrate or connect content to other learning areas or subjects; in particular English, Languages, Humanities and Social Sciences, Mathematics and Digital Technologies.

### **Read more**

#### **The Arts and English**

The Arts and English and share a focus on communicating ideas and perspectives in oral, aural, written and visual modes, with an awareness of purpose and audience. Both learning areas help students develop speaking, listening and writing skills as they individually or collaboratively develop, create and share their work.

## **The Arts and Humanities and Social Sciences**

Through The Arts and Humanities and Social Sciences students explore and share stories, ideas and understandings about culture, identity and relationships. They develop respect and empathy for diverse perspectives and ways of seeing the world. As artists, students can explore ideas and perspectives relevant to the themes and issues that they encounter through Humanities and Social Sciences.

## **The Arts and Languages**

The Arts and Languages share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and how these are exemplified in and through artistic and linguistic practices and behaviours.

## **The Arts and Mathematics**

The Arts and Mathematics share understandings about pattern, measurement, and spatial reasoning. In The Arts, this knowledge is used for creating and exploring arts works. Mathematics and The Arts both give students opportunities to learn about natural and constructed environments through observation and modelling. Students can use visual, sonic, dramatic and kinaesthetic arts forms to communicate mathematical understandings.

## **The Arts and Digital Technologies**

The Arts and Digital Technologies share a focus on user experience and user interface through creating and communicating. Creating spoken, print, graphic or electronic communications for an audience is important for both subjects. These activities can involve collaboration and are usually shaped by digital systems in their production. While there is no direct link between content descriptions, each of the Arts subjects provides an appropriate area for application of the knowledge and skills taught across Digital Technologies.

## **Key considerations**

### ***Learning through the practices of Dance, Drama, Media Arts, Music and Visual Arts***

Arts learning involves deep engagement through the continuing and emerging practices of the arts. Understanding how the arts are being used in dynamic and innovative ways across cultures and communities supports students to understand how they can contribute to their world as artists and

as audience. Schools make decisions about the subjects and forms students engage in within their Arts learning. For example, students may explore and create:

- arts works that exist in physical, digital or virtual spaces
- individual or collaborative arts works
- arts works that combine traditional, contemporary and emerging forms, media or materials
- arts works in innovative, hybrid, multimodal or trans-disciplinary ways
- arts works where the audience is a co-creator with the artist.

### ***Connecting learning in The Arts with Aboriginal and Torres Strait Islander Histories and Cultures***

The Australian Curriculum: The Arts offers rich opportunities to develop students' knowledge and understanding of many organising ideas for the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority. When planning learning teachers should:

- Ensure that First Nations Australians' voices are heard when accessing and learning about cultural expressions and whenever possible, collaborate with First Nations knowledge holders and cultural practitioners. Cultural expressions are 'expressions that result from the creativity of individuals, groups and societies, and that have cultural content'. ([UNESCO, 2017](#))
- Follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australian Peoples and their cultural expressions. Teachers should use approved resources, such as those provided by their state or territory school system or First Nations Australian education consultative groups or other protocols accredited by First Nations Australian Peoples.
- Take opportunities to reveal and showcase diverse examples of the dance, drama, media arts, music and visual arts of First Nations Australians.
- Ensure that they and their students observe relevant copyright laws and Indigenous Cultural and Intellectual Property (ICIP) protocols. ICIP is a right identified in the United Nations Declaration on the Rights of Indigenous People. Article 11 describes the rights of Indigenous people to practise and revitalise their cultural traditions and customs and Article 31 describes the right to maintain, control, protect and develop cultural heritage, traditional knowledge and traditional cultural expressions. Information about ICIP in Australia is available on the [Australia Council for the Arts website](#).

### ***Materials, styles and forms***

The Australian Curriculum: The Arts gives teachers flexibility to plan learning activities which focus on arts works, artists, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in arts learning.

The curriculum is designed to facilitate an inclusive approach that:

- recognises the diverse physical, sensory or cognitive abilities students use to experience arts works and practice. For example, students might experience music by feeling vibrations or visually by looking at documentation, experience visual works by touch, or experience dance, drama or media arts works by listening to a description of the work
- allows students to learn in a culturally inclusive and supportive environment free from prejudice and discrimination. Culturally inclusive learning recognises the language, culture, practices, rituals, knowledges and beliefs of each student and their families.
- uses available resources including digital tools.

### **Viewpoints**

Viewpoints are an inquiry tool for considering the arts from multiple perspectives, as artist or as audience. Students can utilise Viewpoints throughout their learning in The Arts, to:

- frame wondering, reasoning and reflecting
- explore ideas and make decisions
- value multiple perspectives
- express and celebrate identities, ideas and meanings
- think deeply about their own arts works and art created by others.

Viewpoints provide perspectives and contexts such as:

- Personal and imaginative – fostering students’ agency and voice through reflecting on ideas and putting thoughts into action; reflecting on and responding to their own art making; observing and exploring arts works and practices
- Cultures and worlds – thinking as artists and as audience about contexts for arts practice; considering social, cultural, historical and environmental ideas and meanings that arts works and experiences represent and communicate
- Conventions and processes – developing skills; acquiring knowledge; reflecting; creating; developing a language to communicate their ideas; exploring techniques; responding to ideas and materials before, during and after art making or critiquing.

### **Read more**

As they make and respond to arts works and experiences, students develop questions to explore ideas and meaning. They think and make decisions as artists and as audience. Questions in the Viewpoints resource encourage students to consider a range of perspectives and to think deeply about their own arts works and art created by others. These sample questions from the resource can be adapted to suit specific learning contexts.

Table 1 shows sample questions from the Viewpoints resource.

Table 1. Sample questions from the Viewpoints resource

Personal and imaginative	Cultures and worlds	Conventions and processes
<ul style="list-style-type: none"> <li>• Am I the artist?</li> <li>• Who made this artwork?</li> <li>• What do I want to know or notice about my artwork?</li> <li>• What do I want others to know about my artwork?</li> <li>• Who is the audience for this artwork?</li> <li>• How can I shape my artwork to share my point of view?</li> <li>• Why is this artwork working out successfully? What am I doing creatively?</li> <li>• How do I feel about ...?</li> <li>• What would happen if ...?</li> <li>• Who can I discuss my next step with?</li> <li>• How can I ...? What will I need to think about?</li> <li>• What does this work mean to me? How does it represent my identity?</li> </ul>	<ul style="list-style-type: none"> <li>• What are artworks?</li> <li>• Why do artists make work? For whom?</li> <li>• What is this artwork about?</li> <li>• What do i know about the cultural context for this work? What do i want to know? What do i need to know?</li> <li>• What are the cultural responsibilities of the artist who made this work?</li> <li>• Is this work challenging stereotypes or ideas?</li> <li>• Where, why and how was this work originally made and presented to audiences?</li> <li>• What is this work saying about social structures such as those associated with identity, religion, politics, gender or class?</li> <li>• What was happening in the world when this work was being made?</li> <li>• What about this work situates it as being created in a particular time or place?</li> <li>• How does this work communicate with audiences?</li> <li>• How does our understanding of a culture or community help us communicate effectively?</li> <li>• Is my understanding of the work similar or different to understandings of other audiences? How? Why?</li> <li>• When I create or perform a work what is my cultural message?</li> </ul>	<ul style="list-style-type: none"> <li>• How am I planning to communicate my message through my work?</li> <li>• What would I like people to feel as they experience my work?</li> <li>• What do I need to know about this material?</li> <li>• Is there a skill I need to practise before I begin creating my work?</li> <li>• What do I need to know about the conventions of this style or form? Am I planning to use ...?</li> <li>• What content am I planning on including in my performance?</li> <li>• Is this all going according to plan?</li> <li>• What alterations have I made along the way?</li> <li>• Did someone give me an idea or some input while I was creating this work? How can I /should I acknowledge their contribution?</li> <li>• What am I learning about this technique / process / form / material ...?</li> <li>• Am I pleased with the outcome of my art making / performance?</li> <li>• How does my work show my skill to others?</li> <li>• Does my work communicate my original ideas? What changed during the process? Why did I decide to make those changes?</li> <li>• What did I learn about ... by making this work, presenting this performance ...?</li> </ul>

Personal and imaginative	Cultures and worlds	Conventions and processes
	<ul style="list-style-type: none"> <li>• How does this work relate to my culture? To my life?</li> <li>• How can we ensure that artworks are preserved for future generations?</li> <li>• How can we use the arts to inspire positive action and change?</li> <li>• What do we mean when we say that arts works speak across time and place?</li> </ul>	

## 7–10 AUSTRALIAN CURRICULUM: THE ARTS: DANCE

### ABOUT DANCE

#### Rationale

Dance is expressive movement with purpose and form that communicates ideas and stories of personal and cultural identity through the body. Early sensory experience of the body and movement through dance is fundamental to the development of kinaesthetic knowledge and contributes to students' foundational aesthetic understanding. With the body as the instrument of expression and movement as the medium, students represent, celebrate and question human experience through dance, for personal, social, emotional, spiritual and physical communication.

Dance is a central element in the diverse and continuing cultures of First Nations Australians. Through dance, First Nations Australians express connection to and responsibility for Country/Place and challenge the impact of other cultures on their ways of knowing, being, doing and becoming.

Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential. Dance enables students to develop a movement vocabulary with which to explore and refine imaginative ways of moving individually and collaboratively. Digital technologies enable wide viewing of dance on screen, presenting diverse dancing bodies and identities from across the world that inspire experimentation with movement to express individuality and community through dance.

Students choreograph, rehearse, perform and respond as they engage with dance practice and practitioners in their own and others' cultures and communities. Students use the elements of dance to explore and practise choreographic, technical and expressive skills for choreography and performance. Through these practices they examine dance from diverse viewpoints to build their knowledge and understanding of the materials of dance – the body and movement. They respond to their own and others' dances using physical and verbal communication. In dance, students work collaboratively and individually to recognise and represent their thoughts and feelings. Active participation as dancers, choreographers and audiences promotes lifelong benefits for students' health, wellbeing and social inclusion.

## Aims

The Australian Curriculum: The Arts: Dance aims to develop students’:

- body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
- choreographic and performance skills and appreciation of their own and others’ dances
- aesthetic, artistic and cultural understanding of dance in past and contemporary contexts as choreographers, performers and audiences
- respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences.

## Organisation of the learning area

### *Content structure*

The Australian Curriculum: The Arts: Dance is presented in two-year band levels from Year 1 to Year 10, with Foundation being presented as a single year.

### *Band descriptions*

Band level descriptions provide an overview of the learning that students should experience at each level. They highlight the important interrelationships of the content strands and of the content strands to the core concepts.

### *Achievement standards*

Achievement standards describe the expected quality of learning that students should typically demonstrate by the end of each band. To provide flexibility for schools an achievement standard has been written for The Arts learning area, Foundation to Year 6, as well as for each subject. Some schools may wish to report holistically on The Arts learning in Foundation to Year 6, while others may prefer to report on specific subjects.

### *Content descriptions*

Content descriptions specify the essential knowledge, understanding and skills that young people are expected to learn, and that teachers are expected to teach, in each band. The content descriptions are organised under four strands in each of The Arts subjects.

## Content elaborations

Content elaborations provide teachers with suggestions and illustrations of ways to teach the content descriptions. They are optional material only; they are not a set of complete or comprehensive content points that all students need to be taught. They illustrate and exemplify content descriptions with a diverse range of examples.

## Strands

Content in the Australian Curriculum: The Arts: Dance is organised under four strands:

- Exploring and connecting
- Developing skills, practice and ideas
- Creating
- Sharing and communicating.

Together, the four strands allow students to learn in and through diverse contexts and methodologies. Teaching and learning programs should balance and integrate the strands. Students learn in and through Dance, by:

- exploring and connecting with dance works, performances and practice from all times and places. They explore where and why people dance, and develop knowledge of the role that dance plays in lives and cultures. Students are challenged to explore and connect with the diversity of dance practice across personal, national and global contexts.
- developing skills, practice and ideas through engagement with the elements of dance and the integrated practices of choreography, performance and appreciation of dance works and practice. Students learn the processes of choreography, performance and appreciation. They also learn to use safe dance practices. With an understanding of the body's capabilities applied to their own body, students develop kinaesthetic intelligence, critical thinking and awareness of how the body moves in dance.
- creating new dance works in diverse forms, improvising, interpreting or reimagining.
- sharing and communicating through planned and rehearsed performances of dance that they have choreographed, learnt or re-imagined; reflecting, analysing and evaluating ideas and responses about they experience and perform.

The following table shows the relationship of the strands to the organisation of the content descriptions in Dance.

Table 2: Relationship of the strand organisation to the content descriptions

Strand	Overview of Dance content
<b>Exploring and connecting</b>	<ul style="list-style-type: none"> <li>Engaging in dance experiences to explore different types of dance</li> <li>Exploring, analysing and evaluating works, perspectives, practices and contexts for dance across times, cultures and communities</li> <li>Exploring and making connections between personal dance preferences and those of other people across local, national and global contexts</li> </ul>
<b>Developing skills, practice and ideas</b>	<ul style="list-style-type: none"> <li>Fundamental movement skills</li> <li>Skills and processes for working safely with the elements of dance – space, time, dynamics and relationships</li> <li>Developing, combining and applying technical/physical and expressive skills</li> <li>Skills and processes for developing movement vocabulary including style-based techniques</li> <li>Processes for creating and manipulating movement ideas such as transforming literal movements into abstract form</li> </ul>
<b>Creating</b>	<ul style="list-style-type: none"> <li>Improvising on ideas or structures</li> <li>Choreographing new work using processes such as improvising, exploring, selecting, creating and structuring</li> <li>Using technologies to create, record or document dance ideas and works</li> <li>Interpreting, arranging or re-imagining existing works</li> <li>Collaborating to co-create dance works or dance for use in multi-disciplinary works</li> </ul>
<b>Sharing and communicating</b>	<ul style="list-style-type: none"> <li>Rehearsal and performance planning</li> <li>Solo and ensemble live performance and/or distributing performances through digital platforms</li> <li>Sharing ideas or information about the works or performance with audiences</li> <li>Seeking and responding to audience feedback or responses</li> <li>Reflecting on and evaluating performances</li> </ul>

## Core concepts

Core concepts are the big ideas, understandings, skills or processes that are central to the Dance curriculum. They give clarity and direction about what content matters most in Dance. In the curriculum development process, core concepts help identify the essential content students should learn to develop a deep, and increasingly sophisticated, understanding of Dance across the years of schooling.

Underpinning the Dance curriculum are the core concepts of The Arts learning area:

- learning by making and responding
- learning as artist and as audience.

In Dance, students learn as artists and as audiences through the interrelated artistic and creative practices of choreography, performance and appreciation. Through making and responding students engage as artist and as audience with dance works, cultural expressions, performers and choreographers, real and imagined worlds and contexts.

Figure 2 shows the relationship of the core concepts to the content strands.

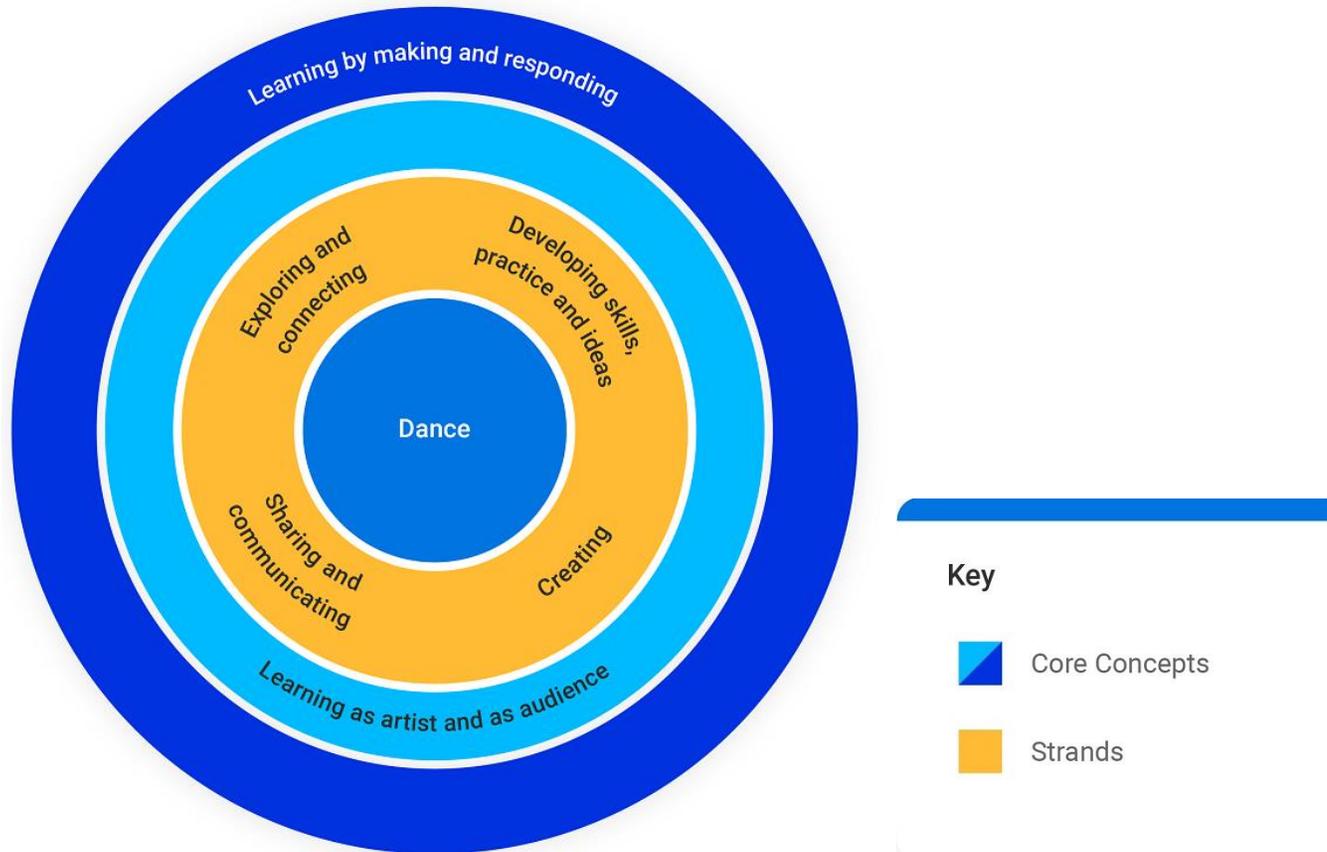


Figure 2: Relationship of the core concepts to the content strands

### Read more

#### Learning by making and responding

Making and responding are core concepts that underpin all Dance learning. Together, they allow students to learn as performers and choreographers, engage with other dance practitioners and audiences, experience dance, and develop knowledge and understanding about the

role that dance plays in cultures and communities. Making and responding reflect the iterative and interwoven nature of creative and critical dance practice. Each can operate independently, and each informs the other.

Making, through choreography, performance and appreciation engages the senses, cognition, and emotions and involves:

- play, imagination, wonder, ideas and practical actions
- using the body and movement vocabulary to give form to feelings and ideas
- thinking critically and creatively
- learning about and using knowledge, skills and techniques, processes, materials and technologies for choreography and performance,
- creating dance works and performances that communicate ideas and intentions
- reflecting.

Responding, as choreographers and performers involves:

- investigating, analysing and evaluating ideas, intentions, dance works and practice, contexts and the roles that the choreographers, performers and audiences play in cultures and communities
- being curious, wondering, considering multiple perspectives
- asking questions, exploring possibilities and ideas
- reflecting, critiquing, and evaluating.

### **Learning as artist and as audience**

Students learn, develop and refine critical and creative dance practice as artist and as audience. They:

- develop skills and understanding of processes for choreographing, performing and appreciating
- explore meanings and possibilities across diverse forms and styles
- consider relationships between dance and other arts forms or learning areas/disciplines
- consider the role of dance in cultures and communities
- experiment with processes, techniques, materials and technologies
- generate, develop and resolve ideas
- work individually, collaboratively and as co-creators
- act on intentions
- ask probing questions to solve problems and make decisions,

Students are an audience for their own dance work as it develops or in its completed form. They consider issues such as:

- how their interpretations, improvisations, compositions or performances embody, enact or represent their ideas and intentions
- the meanings their choreography and performances might communicate to a wider audience
- how audiences might experience and respond to their performances or compositions
- how they might explain their thinking and intentions to audiences
- how their dance work reflects, represents, challenges, confirms celebrates, or disrupts ideas or understandings.

Students are also an audience for dance work created by other artists. They:

- explore how audiences experience and engage with dance
- make meaning from dance they view or perform and from other experiences involving dance
- engage in interactive relationships with other artists and with audiences
- consider how the dance works they are experiencing reflect, represent, challenge, celebrate, confirm or disrupt ideas and understandings held by people, communities and cultures.

## Key considerations

In Dance, students learn through the integrated practices of choreography, performance and appreciation. The information below outlines information about the knowledge and skills students develop in Dance:

### *Elements of dance*

The elements of dance – time, space, dynamics and relationships – work together and underpin all dance activity as students learn to make dance using their developing movement vocabulary. In the final curriculum, further information about the elements of dance will be provided in the examples of knowledge and skills.

### *Choreography*

Choreography involves students drawing on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas, they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions.

### *Materials*

The materials for dance begin with the body, including body awareness, body bases, body parts and body zones. The body uses movement vocabulary developed from using the elements of dance to express and give form to feelings and ideas in choreography and performance.

Production components such as performance spaces, costumes, props, lighting, sets, sound and multimedia elements may be incorporated in dance.

### ***Performing***

Performing includes students acquiring skills by practising, rehearsing, refining and applying physical and expressive techniques.

### ***Safe dance practice***

Safe dance practice encourages and promotes physical health and emotional wellbeing and includes physical and psychological dimensions. In the final curriculum the examples of knowledge and skills will provide information about safe dance practice across Foundation to Year 10.

### ***Skills, techniques and processes***

As they learn in and through dance, students develop their capacity to use skills that enable them to perform safe and meaningful movement. They learn and develop fundamental movement skills; acquire, use and combine technical and expressive skills; and, particularly in the secondary bands, learn style-based techniques to build their movement vocabulary.

### ***Types of dance***

As they learn in and through Dance, students engage in dance experiences to explore dance from different times and places, drawn from a variety of genres and styles including theatrical, traditional, social, ritual and other current dance styles and the forms within them. As students learn about dance, from the primary to secondary years, they broaden their experiences of dance genres and particular styles and use these as a springboard for their making and responding in dance. They also consider how dance can communicate and challenge ideas about issues and concepts such as sustainability.

## DANCE – CURRICULUM ELEMENTS

### YEAR 7 AND 8

#### Band description

In Years 7 and 8, learning in Dance builds on each student’s prior learning and experiences. Students continue to learn through the practices of the Arts subjects. They use play, imagination and dance-specific processes in purposeful and creative ways 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 explore dance in local, regional and global contexts including use of dance in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with dancers and choreographers, dance works and practices, for example by accessing physical and virtual spaces where dance can be experienced.

Material selected for learning across Years 7 and 8 should focus on dance works, dancers and choreographers, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in dance learning.

In Years 7 and 8, learning in Dance focuses on:

- exploring dance works and practices through practical investigations, research and analysis across a range of styles and contexts. They research and apply copyright laws and Indigenous Cultural and Intellectual Property protocols and consider implications for personal and collaborative practice
- developing skills, practice and ideas for performance and choreography considering prior learning, safe dance practice, experience and interests. Depending on the contexts selected for learning, students may focus on individual and ensemble or style-specific skills, techniques or processes. They build and refine technical and expressive skills, and skills to manipulate the elements of dance
- creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form. Students may focus on making works in a range of dance styles and forms or they may make multi-arts, hybrid or trans-disciplinary work such as screen-based or theatrical forms
- sharing and communicating their work through planned and rehearsed live or streamed performances. They analyse their own and/or others’ responses to the dance and seek feedback from audiences.

Throughout their learning students have opportunities to reflect, evaluate or respond; for example, documenting or critiquing ideas and intentions or use of skills, processes and techniques or receiving and responding to feedback.

#### Achievement standard

By the end of Year 8, students analyse the ways that dance works and performances in different styles communicate ideas and meanings, and engage audiences. They display awareness of moral and ethical obligations on choreographers, performers and audiences.

Students demonstrate style-specific techniques and safe dance practice when learning, improvising, choreographing and performing dance. They use the elements of dance and choreographic devices to develop movement ideas, choreograph and rehearse dances. They use expressive skills to enhance communication with the audience.

Strand	Content description	Elaboration
<b>Exploring and connecting</b>	<p><i>Students learn to:</i></p> <p>analyse the ways that the elements of dance, production elements and stylistic conventions can be used to communicate ideas and meaning, and engage audiences in dances created at different times and for different purposes (AC9ADA8E01)</p>	<p><i>This may involve students:</i></p> <p>investigating and researching starting points, purposes, and outcomes for specific examples of Contemporary First Nations Australians' dance, for example, through direct engagement or using online resources created or co-created by First Nations Australians (AC9ADA8E01_E1)</p> <p>analysing how linear and non-linear narrative is used in specific examples of Contemporary First Nations Australians' dance to explore issues such as relationships, identity or empathy (AC9ADA8E01_E2)</p> <p>analysing dances from a range of times and locations, considering how a single realistic movement can be manipulated from representational to symbolic (AC9ADA8E01_E3)</p> <p>investigating the development of dance styles in different artistic, social, environmental, historical and cultural contexts, for example, identifying the distinguishing stylistic features of different dances and considering how this can inform their choreography (AC9ADA8E01_E4)</p> <p>using Viewpoints to frame questions such as "What was the choreographer's intention for this dance?", "What ideas did you think the dance expressed?" (AC9ADA8E01_E5)</p> <p>accessing and researching choreographers' works through real or virtual performances to identify and analyse choreographers' intentions (AC9ADA8E01_E6)</p>
	<p>research and apply best practice for selecting and using material in arts works considering copyright laws and Indigenous Cultural and Intellectual Property protocols (AC9ADA8E02)</p>	<p>identifying what copyright and Indigenous Cultural and Intellectual Property protocols are and engaging in activities that help them understand how to make ethical choices and empathise with content creators and story owners; for example, asking questions such as "Whose story is it?", "Is this my story to share or should I ask permission to tell it?" or "What is stealing" (AC9ADA8E02_E1)</p> <p>investigating examples of how dance practitioners ensure their legal and moral obligations are met when selecting and using First Nations Australians' cultural material to develop and create contemporary work, for example by accessing information about how dance companies or choreographers go about obtaining permission to use cultural material that belongs to a collective or a cultural group rather than an individual to create new work (AC9ADA8E02_E2)</p> <p>recognising how to select and use historical materials that accurately communicate First Nations Australians' perspectives such as their resilience in response to the impacts of colonisation as background material for creating dance (AC9ADA8E02_E3)</p>

		using information from Indigenous Cultural and Intellectual Property protocols and guidelines to inform decisions about whether or not ideas from an existing dance that features cultural expressions can be used when developing movement vocabulary for a dance (AC9ADA8E02_E4)
Developing skills, practice and ideas	develop, practise and refine dance skills and style-specific techniques (AC9ADA8P01)	developing dance skills and style-specific techniques; for example, extending their own movement vocabulary by improvising using movements and techniques from diverse dance styles (AC9ADA8P01_E1)
		exploring how expressive skills can be used to communicate ideas, for example, using gesture or facial expression to communicate relationships or emotions (AC9ADA8P01_E2)
		extending technical competence such as control, coordination, accuracy, alignment, balance, flexibility, strength, endurance and articulation when moving, in response to self, peer and/or teacher feedback (AC9ADA8P01_E3)
	combine the elements of dance and improvise by transforming literal movements into abstract movements (AC9ADA8P02)	understanding the importance of and applying respectful relationships and empathy when developing roles and characters in narrative-based dances or conveying historical and cultural ideas and meanings (AC9ADA8P02_E1)
		applying safe dance practice strategies in consideration of their own and others' body capabilities when improvising; for example, identifying the musculoskeletal system and linking to alignment (AC9ADA8P02_E2)
		travelling ways to use expressive skills to communicate presence and mood such as facial expression changes (AC9ADA8P02_E3)
		experimenting with realistic movements, that is everyday movement; for example, exaggerating the movement of a single body part such as the arm in brushing hair or eating spaghetti, and blurring this into abstract movements, and responding to each other's movement ideas (AC9ADA8P02_E4)
	using the elements of dance to develop new movements that still maintain the essence of the original movement (AC9ADA8P02_E5)	
	considering Viewpoints relating to evaluations; for example, "How successful was the choreographer in expressing his/her stated intent clearly to the audience?", "How well did the dancers use expressive skills in the performance?" (AC9ADA8P02_E6)	
Creating	improvise and refine movement ideas that can be used to communicate the choreographer's intentions (AC9ADA8C01)	exploring conventions for respectfully and empathetically portraying characters and stories (AC9ADA8C01_E1)
		experimenting with ways to use the elements of dance and choreographic devices to represent ideas about themes or issues such as social relationships through dance (AC9ADA8C01_E2)
		experimenting with different elements of dance to explore ideas about their choreographic intent (AC9ADA8C01_E3)
		linking the application of the elements of dance to the communication of the choreographer's intent in teacher-set dances (AC9ADA8C01_E4)

	<p>select and organise movement to structure dances using the elements of dance and choreographic devices (AC9ADA8C02)</p>	<p>selecting movement from their improvisations that best communicates their choreographic intentions; for example, selecting movements that communicate mood or emotion (AC9ADA8C02_E1)</p> <p>selecting, combining, refining and sequencing movement using choreographic devices such as transitions, variation and contrast, and choreographic forms such as binary, ternary and narrative (AC9ADA8C02_E2)</p> <p>analysing and evaluating the structural choices made in their dance by documenting their process in records such as journals, blogs, and video or audio recordings, securing permission where appropriate (AC9ADA8C02_E3)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Sharing and communicating</b></p>	<p>rehearse and perform dances using technical and expressive skills to communicate intentions, enhance communication with audiences. Reflect on and discuss responses to the dances (AC9ADA8S01)</p>	<p>complying with copyright laws and Indigenous Cultural and Intellectual Property protocols when presenting and performing dance (AC9ADA8S01_E1)</p> <p>using evaluation and rehearsal strategies to enhance confidence, clarity of movement, projection, focus and musicality in performance (AC9ADA8S01_E2)</p> <p>responding to feedback to enhance communication of choreographic intent to the audience, for example, by changing the order and pattern of dance movement, phrases or sequences or refining use of choreographic devices (AC9ADA8S01_E3)</p> <p>reflecting on how respectful relationships and empathy were applied in their performance, and interpreted by the audience (AC9ADA8S01_E4)</p> <p>introducing their dance to an audience using descriptive style-specific dance terminology (AC9ADA8S01_E5)</p> <p>considering Viewpoints relating to forms and elements; for example, “How have the elements of dance been used by the choreographer to express his/her stated intent?”, “What choreographic devices were evident in this dance?”, “What choreographic form was used by the choreographer?” (AC9ADA8S01_E6)</p>

## YEAR 9 AND 10

### Band description

In Years 9 and 10, learning in Dance builds on each student's prior learning and experiences. Students continue to learn through the practices of the Arts subjects. They use play, imagination and dance arts-specific processes in purposeful and creative ways 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 explore dance in local, regional and global contexts including use of dance in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with dancers and choreographers, dance works and practices, for example by visiting arts spaces or exploring works and experiences such as performances or exhibitions available through online sources.

Material selected for learning across Years 9 and 10 should focus on dance works, dancers and choreographers, practice and contexts from diverse times and places. Teachers also make decisions about which genres, styles, forms, materials and other resources will be used in dance learning.

In Years 9 and 10 learning in Dance focuses on:

- exploring dance works and practices through practical investigations, research, analysis and evaluation across a range of styles and contexts. They consider how dance is used to celebrate, entrench or challenge perspectives of Australian identity
- developing skills, practice and ideas for performance and choreography, considering prior learning, safe dance practice, experience and interests. Depending on the contexts selected for learning, students may focus on individual and ensemble or style-specific skills, techniques or processes. They build and refine their technical and expressive skills and skills for manipulating the elements of dance
- creating work to communicate ideas and intentions using the elements of dance, choreographic devices and form. Students may focus on making works in a range of dance styles and forms or they may make multi-arts, hybrid or trans-disciplinary works such as screen-based or theatrical forms
- sharing and communicating their work through planned and rehearsed live or streamed performances. They analyse their own and/or others' responses to the dance and seek feedback from audiences.

Throughout their learning students have opportunities to reflect, evaluate or respond; for example, documenting or critiquing ideas and intentions, the use of skills, processes and techniques or receiving and responding to feedback.

### Achievement standard

By the end of Year 10, students evaluate how the elements of dance and choreographic devices can communicate ideas and meanings. They evaluate how dance is used across cultures to celebrate, entrench and challenge ideas.

Students demonstrate safe dance practice and awareness of style-specific technical and expressive skills. They manipulate and combine the elements of dance and choreographic devices to choreograph dances that communicate intentions to audiences. They rehearse, perform dances, and interact with audiences to share ideas and receive feedback.

Strand	Content description	Elaboration
<b>Exploring and connecting</b>	<p><i>Students learn to:</i></p> <p>analyse and evaluate influences on dancers' and choreographers' use of movement, stylistic conventions and production elements in work from different times and places (AC9ADA10E01)</p>	<p><i>This may involve students:</i></p> <p>investigating and researching specific examples of how and why dance practitioners work collaboratively with communities to develop and present contemporary First Nations Australians' dance which provides a platform that privileges First Nations Australians' voices (AC9ADA10E01_E1)</p> <p>evaluating ways to work respectfully and collaboratively with communities to explore local histories, cultures and identities (AC9ADA10E01_E2)</p> <p>extending their movement vocabulary to explore their own stylistic preferences and personal identity; for example, using analysis of dance styles from a range of cultures they identify with or dance styles from different times to inform their choreographic practice (AC9ADA10E01_E3)</p> <p>exploring use of elements of dance in different dance styles, including those from other cultures and times, as a stimulus for improvisation (AC9ADA10E01_E4)</p> <p>developing a personal movement vocabulary by combining the elements of dance with finding new ways of moving, and establishing a personal style (AC9ADA10E01_E5)</p>
	<p>investigate the ways that contemporary dance and cultural expressions challenge, entrench and celebrate multiple perspectives of Australian identity over time (AC9ADA10E02)</p>	<p>investigating dance works that challenge our understandings about 'first contacts' between First Nations Australians and people from Britain and Europe (AC9ADA10E02_E1)</p> <p>investigating how First Nations Australians and non-First Nations Australians' contemporary dance practitioners are exploring and challenging concepts and histories of Australia and Australian identity (AC9ADA10E02_E2)</p> <p>comparing and critiquing ways contemporary dance and cultural expressions challenge, entrench, and celebrate influences on Australia's identity, for example, considering perspectives about Australia as an invaded and colonised nation or a nation that developed from a peaceful settlement (AC9ADA10E02_E3)</p> <p>analysing personal meaning, political statements, critical theories, and emotions in First Nations Australian and non-First Nations Australian contemporary dance and cultural expressions (AC9ADA10E02_E4)</p> <p>considering Viewpoints relating to meanings and interpretations; for example, "What meanings are intended by the choreographer?" (AC9ADA10E02_E5)</p> <p>investigating the use of the elements of dance in works of artists from different times and places and adapting dance ideas to create movements that represent a synthesis of influences (AC9ADA10E02_E6)</p>

<b>Developing skills, practice and ideas</b>	develop, practise and refine dance skills and genre or style-specific techniques (AC9ADA10P01)	refining technical skills in response to self-reflection to develop control, accuracy, strength, balance, alignment, flexibility, endurance, coordination and articulation (AC9ADA10P01_E1)
		improvising with the elements of dance and analysing movement choices to reflect their individuality and to clarify their choreographic intent (AC9ADA10P01_E2)
		practising techniques used to perform increasingly complex dances of different genres and styles (AC9ADA10P01_E3)
		practising and refining technical skills to develop proficiency in genre- and style-specific techniques (AC9ADA10P01_E4)
	manipulate combinations of the elements of dance and choreographic devices to develop movement possibilities and dance ideas (AC9ADA10P02)	<p>manipulating a variety of style-specific movements safely to support their intent (AC9ADA10P02_E1)</p> <p>setting choreographic goals and developing their own movement vocabulary and style (AC9ADA10P02_E2)</p> <p>experimenting with ways to use and combine choreographic devices such as addition and diminution, force and tempo or by using different body parts (AC9ADA10P02_E3)</p> <p>considering Viewpoints relating to forms and elements; for example, “How can I use and manipulate the elements of space and dynamics to convey my ideas?” (AC9ADA10P02_E4)</p> <p>considering they can use the elements of dance and choreographic devices to reflect ways that meanings and experiences, political statements, critical theories or emotions influence and shape their approach to dance (AC9ADA10P02_E5)</p>
<b>Creating</b>	improvise to explore new movement possibilities that can be used to communicate the choreographer's ideas and intentions (AC9ADA10C01)	applying conventions from known dance styles to create a dance work that explores or challenge themes such as identity, sustainability, equity and equality or justice (AC9ADA10C01_E1)
		identifying and analysing dance styles and traditions and applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others (AC9ADA10C01_E2)
		considering Viewpoints relating to evaluations; for example, “How successful were the dancers in conveying the choreographer's stated intent?” (AC9ADA10C01_E3)
		structuring dance using devices such as chance theory (dice, etc.) and changing the order and pattern of dance movement, phrases or sequences (AC9ADA10C01_E4)
	structure dances that communicate choreographic intent using movement motifs, choreographic devices and form (AC9ADA10C02)	<p>developing movement motifs and using choreographic devices to manipulate the elements of dance to communicate their choreographic intent (AC9ADA10C02_E1)</p> <p>selecting choreographic devices and form appropriate to their choreographic intent (AC9ADA10C02_E2)</p> <p>using a style-specific form to structure a dance (AC9ADA10C02_E3)</p> <p>considering Viewpoints relating to evaluations; for example, “How successful were the dancers in conveying the choreographer's stated intent?” (AC9ADA10C02_E4)</p>

<b>Sharing and communicating</b>	rehearse and perform dances using style-specific techniques and technical and expressive skills to communicate intent and reflect on and evaluate responses to the dances (AC9ADA10S01)	rehearsing and performing dance using style-specific techniques and applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others (AC9ADA10S01_E1)
		reflecting on and evaluating community responses to performances which explore, challenge and celebrate local histories, cultures, and identities (AC9ADA10S01_E2)
		considering how and why meaning and experiences, political statements, critical theories, and emotions have been used in their work (AC9ADA10S01_E3)
		documenting their creative process, including the use of analysis and evaluation strategies, in reflective records (AC9ADA10S01_E4)
		seeking audience feedback on their choreography and performance, for example, using Viewpoints to frame questions such as, “What emotion did you feel most strongly as you viewed the dance?” (AC9ADA10S01_E5)