AC9ADA4E01

explore where, why and how dance is choreographed and/or performed across , times, places and/or other contexts

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Elaborations

• identifying meaning and describing purposes that dance can be created for; for example, exploring dances from a range of from their local community and/or neighbouring countries, such as countries in Asia, that are performed for celebrations or narrative dances that share stories
• learning dances created for different purposes such as entertainment; for example, dances from a range of , times or places that are/have been a dance craze or are a dance that "everyone" knows
• using Viewpoints to ask questions about dance they are experiencing, such as "Are the movements in this dance similar to movements in dances that you know?", "Where are these dances performed?"

Students learn to:

explore where, why and how dance is choreographed and/or performed across cultu and/or other contexts

(AC9ADA4E01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop multiple perspectives

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Navigating intercultural contexts

• Adapt in intercultural exchanges

Speaking and listening

• Interacting

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Inquiring

• Identify, process and evaluate information

Growing Asia-Australia engagement

• Australia's developing and deepening relationships with the peoples of Asia influence both mutual understandings and expressions of citizenship and culture nationally, regionally and globally.

Knowing Asia and its diversity

• People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities
• Explore the influence of cultures on interactions

Inquiring

• Develop questions
• Identify, process and evaluate information

Resources

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
• discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
• examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
• describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
• examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy
• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour
• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADA4E01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.
• listens actively to stay on topic in a small group discussion
• takes an active role in small group and whole-class discussion by volunteering ideas and opinions
• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")
• takes turns in interactions
• interacts using appropriate language in pairs or a small group to complete tasks
• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)
• presents simple ideas clearly in group situations
• actively encourages or supports other speakers
• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)
• uses language to initiate interactions in a small group situation (e.g. "I have an idea")
• critically evaluate ideas and claims made by a speaker
• explains new learning from interacting with others
• appropriately presents an alternative point to the previous speaker
• initiates interactions confidently in group and whole-class discussions

- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informati

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and explore relevant information from a range of sources, including visual information and digital sources
- identify and explain similarities and differences in selected information
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Explore the influence of cultures on interactions

Intercultural Understanding: Reflecting on culture and cultural diversity: Explore cultures on interactions

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community
- examine the influence of cultural and linguistic diversity on familiar interactions, and identify opportunities or challenges for relationship-building

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed support the process of improving knowledge and understanding about a topic or investigation

• develop■questions to examine unfamiliar ideas and topics

• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

AC9ADA4E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• identify and explore relevant information from a range of sources, including visual information and digital sources

• identify and explain similarities and differences in selected information

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• condense and combine selected information related to the topic of study

• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

• compare information and opinion that can be verified against claims based on personal preference

Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.

Introduction

The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills. They focus on:

• using the body and fundamental movement skills to develop movement vocabulary

• exploring the elements of dance: space, time, dynamics and relationships

• exploring purposes, contexts and structures for dance

• safe dance practice

• skills for choreography and performance

• approaches to exploring and responding to dance as artist and as audience.

The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:

• make decisions about the order and pace with which they introduce and develop knowledge and skills

• support differentiation and meeting the needs of students with diverse learning needs

• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.

Download

Explore more

AC9ADA4E02

explore■how First Nations Australians use dance to communicate their connection to and responsibility for

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•

Elaborations

• collecting and sharing information about dances choreographed and/or performed by First Nations Australians for occasions such as festivals or ceremonies; reflecting on how these dances can communicate important information or knowledge about

• exploring how First Nations Australians use dance to express connection to and responsibility for , culture and people, such as communicating knowledge about the local seasons

• exploring First Nations Australians' use of dance to express connection to and responsibility for such as communicating knowledge about the local season, or screen-based storytelling to maintain unique ways of life

• observing how the are used in dances choreographed and performed by First Nations Australians to communicate connection to and responsibility for ; for example, in dance about wind, water or fire

• exploring the movements in dances with representatives of a First Nations Australian community or through resources created or co-created by First Nations Australians; for example, dances that share cultural accounts of

Students learn to:

explore■how First Nations Australians use dance to communicate their connection responsibility for Country/Place

(AC9ADA4E02)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Engaging with cultural and linguistic diversity

• Develop empathy

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

• Adapt in intercultural exchanges

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. Aboriginal Peoples are the first peoples of Australia and have occupied the Australian continent for more than 60,000 years. Torres Strait Islander Peoples are the First Nations Peoples of the Torres Strait and have occupied the region for over 4,000 years.

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to

general capabilities and cross-curriculum priorities. Content elaborations are optional .

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Culture

• First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. As First Nations Peoples of Australia, they have the right to maintain, control, protect and develop their cultural expressions, while also maintaining the right to control, protect and develop culture as Indigenous Cultural and Intellectual Property.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Reflecting on culture and cultural diversity

• Reflect on the relationship between cultures and identities

Culture

• The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous

cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

Resources

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9ADA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe their own feelings and responses, and those of others, when discussing familiar intercultural experiences

• describe how listening to, and understanding others, supports respectful intercultural experiences and interactions

• examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions

Snapshot – Examine cultural perspectives and world views

Intercultural Understanding: Reflecting on culture and cultural diversity: Examine perspectives and world views

Content description

AC9ADA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• describe how people express agreement or disagreement about what they value within familiar intercultural contexts

• compare how beliefs and cultural practices influence the values of different groups within familiar intercultural contexts

• examine the factors that influence cultural perspectives presented within intercultural contexts

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9ADA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider different responses to intercultural exchanges, practising ways to show respect and develop empathy

• use perspective-taking to develop understanding, examining how familiar intercultural exchanges influence thinking and behaviour

• modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9ADA4E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• explore examples of cultural practices that draw themselves, family and friends together,

identifying how respect is conveyed
- • describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- • examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

AC9ADA4D01

experiment with and practise skills for moving safely and expressively using and the

- •
- •

Elaborations

- • exploring known movements to find alternative ways of performing them; for example, waving hello or shaking hands and then doing the same action/s at different levels, in different directions, bigger/smaller or using a different body part, zone or base
- • using contrast and repetition ( ) to explore and generate new movement in response to stimuli such as stories, memories or the environment
- • exploring how the can be used to communicate ideas, such as exploring how cultural stories can be shared through dance; for example, using the to develop locomotor and non-locomotor movements to represent different aspects of a story (how a character walks, their emotions or the mood of a place in the story)
- • developing the habit of always using safe dance practice; for example, warming up their bodies before executing more complex movement patterns in dance sequences and cooling/calming down afterwards, removing socks if the floor surface is slippery
- • developing body awareness and refining technical skills of body control, accuracy, , strength, balance and coordination in fundamental movements; for example, in response to teacher feedback

Students learn to:

experiment with and practise skills for moving safely and expressively using fundamental skills and the elements of dance

(AC9ADA4D01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

- • Create possibilities
- • Consider alternatives
- • Put ideas into action

Self-awareness

- • Reflective practice

Self-management

- • Perseverance and adaptability

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

- • Create possibilities
- • Consider alternatives

Generating

- • Create possibilities
- • Consider alternatives

Engaging with cultural and linguistic diversity

- • Develop multiple perspectives

Reflecting on culture and cultural diversity

- • Reflect on the relationship between cultures and identities

Self-awareness

• Reflective practice
Self-management

• Perseverance and adaptability
Self-awareness

• Reflective practice
Self-management

• Perseverance and adaptability
Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9HP4M01
AC9HP4M03
AC9M4SP01
Resources
Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by experimenting with options and predicting possible results
• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA4D01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by connecting or creatively expanding on ideas in ways that are new to them
- create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- consider alternatives and explore different or creative ways to approach a task or problem
- consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
- consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Develop multiple perspectives

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve perspectives

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify opinions on familiar topics and intercultural experiences, recognising reasons for different perspectives
- discuss different perspectives on familiar topics and intercultural experiences, describing how people's thinking and behaviour may be influenced by a range of factors
- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics

Snapshot – Reflect on the relationship between cultures and identities

Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect o relationship between cultures and identities

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explore examples of cultural practices that draw themselves, family and friends together, identifying how respect is conveyed
- describe the similarities and differences in beliefs, values and cultural practices in the community, sharing how belonging grows
- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment
- analyse personal abilities and achievements by seeking feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
- adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe what they have discovered about themselves by engaging with feedback
• build on personal abilities and achievements using feedback and self-assessment
• analyse personal abilities and achievements by seeking feedback

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9ADA4D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• demonstrate perseverance and adaptability with unfamiliar tasks
• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.
Introduction
The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills. They focus on:
• using the body and fundamental movement skills to develop movement vocabulary
• exploring the elements of dance: space, time, dynamics and relationships
• exploring purposes, contexts and structures for dance
• safe dance practice
• skills for choreography and performance
• approaches to exploring and responding to dance as artist and as audience.
The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across
The Arts and other learning areas.

Throughout their Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more

AC9ADA4C01

use the to choreograph dance that communicates ideas, perspectives and/or meaning

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-

Elaborations

• improvising using movements (locomotor and non-locomotor) from a dance they have learnt or experienced and using the elements of dance, such as space, time, dynamics and relationships, to develop sequences based on the original movements and then combining the sequences to create a longer dance

• using Viewpoints to frame questions about dances they are choreographing; for example, "How will the dance begin?", "When does the middle part begin?", "What shapes will we make?", "How will the dance end?"

• creating dance sequences by combining fundamental locomotor and non-locomotor movements, such as running and sliding, bending and stretching, running, swinging and walking, and using a variety of levels and directions

• using Viewpoints to ask questions when making choices about ideas and intentions for a dance; for example, "How can we connect these 2 parts of our dance?" or "What level should we choose for the start of the dance?"

• using learning from explorations of dances that communicate First Nations Australians' connection to and responsibility for to devise dance that communicates their own connection to and responsibility for ; for example, devising a dance that communicates their feelings about a "favourite" place or shows how they care for a place in their community, taking care to follow for respecting rights

Students learn to:

use the elements of dance to choreograph dance that communicates ideas, perspe

(AC9ADA4C01)

General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

Generating

• Create possibilities
• Consider alternatives
• Put ideas into action

Self-management

• Goal setting

Social management

• Communication

Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Generating

• Create possibilities
• Consider alternatives

Inquiring

• Develop questions
• Identify, process and evaluate information

Generating

• Put ideas into action

Inquiring

• Develop questions
• Identify, process and evaluate information

Culture

• First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.

Country/Place

• First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

People

• First Nations Australians have sophisticated political, economic and social organisation systems, which include family and kinship structures, laws, traditions, customs, land tenure systems, and protocols for strong governance and authority.

• The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• create possibilities by connecting or creatively expanding on ideas in ways that are new to them

• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways

• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• consider alternatives and explore different or creative ways to approach a task or problem

• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option

• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• put ideas into action by experimenting with options and predicting possible results

• put ideas into action by predicting an outcome, trialling options and assessing their effectiveness

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• collaboratively develop goals to improve learning

• plan for learning, by setting improvement goals

• select and use strategies to monitor own learning and refine goals to plan for further improvement

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by connecting or creatively expanding on ideas in ways that are new to them
• create possibilities by connecting or creatively expanding on new and known ideas in a variety of ways
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives and explore different or creative ways to approach a task or problem
• consider alternatives by comparing different or creative ways to approach a task, issue or problem and recommend a preferred option
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop questions to explore a familiar idea or topic
• questions developed are fit for the purpose of the investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed support the process of improving knowledge and understanding about a topic or investigation
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures

Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatic

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and explore relevant information from a range of sources, including visual information and digital sources
• identify and explain similarities and differences in selected information
• identify and examine relevant information and opinion from a range of sources, including visual information and digital sources

- condense and combine selected information related to the topic of study
- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- put ideas into action by experimenting with options and predicting possible results
- put ideas into action by predicting an outcome, trialling options and assessing their effectiveness
- put ideas into action by predicting potential or future outcomes and systematically testing a range of options

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADA4C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- develop questions to explore a familiar idea or topic
- questions developed are fit for the purpose of the investigation
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Snapshot – Identify, process and evaluate information

Critical and Creative Thinking: Inquiring: Identify, process and evaluate informatio

Content description

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Resource – Dance Examples of knowledge and skills

Dance

Support resource – Examples of knowledge and skills

Examples unpack the knowledge and skills in Dance in relation to the elements of dance and the dance practices: choreography, performance and responding.
Introduction
The overview shows the relationship between the dance essentials and the dance practices. The examples provide a suggested sequence for the introduction and development of knowledge and skills.

They focus on:
• using the body and fundamental movement skills to develop movement vocabulary
• exploring the elements of dance: space, time, dynamics and relationships
• exploring purposes, contexts and structures for dance
• safe dance practice
• skills for choreography and performance
• approaches to exploring and responding to dance as artist and as audience.
The examples are suggestions only and are neither prescriptive nor exhaustive. Teachers can draw from these examples to:
• make decisions about the order and pace with which they introduce and develop knowledge and skills
• support differentiation and meeting the needs of students with diverse learning needs
• plan Arts learning across a range of delivery contexts, such as multi-disciplinary units across The Arts and other learning areas.

Throughout their Dance learning, students use questions based on Viewpoints (personal and imaginative, cultures and worlds, conventions, and processes) as an inquiry tool for considering their dance practice from multiple perspectives, as artist or as audience. Suggested questions that explore the Viewpoints are also included alongside the examples of knowledge and skills.

Teachers are best placed to make decisions about the examples and questions that will best suit their students and context. Graphics suggest an introductory point for each of the knowledge and skill examples.
Download
Explore more

AC9ADA4P01

practise and perform dances in informal settings

•

•

Elaborations

• using expressive skills such as projection and focus to communicate dance ideas to an audience; for example, looking out and up to the ceiling and extending movements outwards to express a feeling of joy
• presenting their dance using screen-based technologies or through an online platform such as a school learning management system
• being an attentive audience member during class performances and providing constructive feedback to peers
• sharing with others the meaning and intended purposes of their own dance; for example, in a class debrief discussion after a performance; using their own words, images and some learnt dance terminology or responding through movement or by drawing (visual)
Students learn to:

practise and perform dances in informal settings

(AC9ADA4P01)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.
Speaking and listening

• Interacting
Self-management

• Perseverance and adaptability
Social management

• Communication
Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

Social management

• Communication

Creating and exchanging

• Plan

• Create, communicate and collaborate

Practising digital safety and wellbeing

• Manage digital wellbeing

Self-management

• Emotional regulation

Social management

• Communication

• Collaboration

Social management

• Communication

Resources

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADA4P01

Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

• listens actively to stay on topic in a small group discussion

• takes an active role in small group and whole-class discussion by volunteering ideas and opinions

• asks relevant questions for clarification or to find out others' ideas (e.g. "What do you think about that?")

• takes turns in interactions

• interacts using appropriate language in pairs or a small group to complete tasks

• interacts to extend and elaborate ideas in a discussion (e.g. provides an additional example)

• presents simple ideas clearly in group situations

• actively encourages or supports other speakers

• shows awareness of discussion conventions (e.g. uses appropriate language to express agreement and disagreement in class discussions)

• uses language to initiate interactions in a small group situation (e.g. "I have an idea")

• critically evaluate ideas and claims made by a speaker

• explains new learning from interacting with others

• appropriately presents an alternative point to the previous speaker

• initiates interactions confidently in group and whole-class discussions

• poses pertinent questions to make connections between a range of ideas

• uses open questions to prompt a speaker to provide more information

• clarifies task goals and negotiates roles in group learning

• monitors discussion to manage digression from the topic

• identifies and articulates the perspective of a speaker, to move a conversation forward

Snapshot – Perseverance and adaptability

Personal and Social capability: Self-management: Perseverance and adaptability

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

• demonstrate perseverance and adaptability with unfamiliar tasks

• demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use a range of skills to enhance verbal and non-verbal communication
• apply verbal and non-verbal communication skills when responding to others
• apply skills to address factors that influence verbal and non-verbal communication

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA4P01

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Snapshot – Plan

Digital Literacy: Creating and exchanging: Plan

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• use simple digital tools to contribute to a basic plan to complete a task
• use familiar digital tools to develop and follow a basic plan to complete a task
• select and use digital tools to develop and follow a plan to complete individual tasks and group projects

Snapshot – Create, communicate and collaborate

Digital Literacy: Creating and exchanging: Create, communicate and collaborate

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• experiment with the features of familiar digital tools to create content
• use the core features of a range of digital tools to create content and communicate and collaborate with peers and trusted adults
• select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups

Snapshot – Manage digital wellbeing

Digital Literacy: Practising digital safety and wellbeing: Manage digital wellbeing

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• follow agreed rules for the healthy use of digital tools and apply them at school and home
• follow an agreed code of conduct for the healthy use of digital tools
• follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing

Snapshot – Emotional regulation

Personal and Social capability: Self-management: Emotional regulation

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe ways to moderate emotions in familiar contexts
• manage and moderate emotions in familiar contexts, using provided strategies
• manage personal factors influencing emotions in a range of contexts including learning

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA4P01

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Snapshot – Collaboration

Personal and Social capability: Social management: Collaboration

Content description

AC9ADA4P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• participate cooperatively in groups on common tasks and activities
• perform designated roles within groups, appreciating everyone's contributions to a shared outcome
• coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA4P01

Continuum extract

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