AC9ADA8E01

investigate ways that dance works, performers and/or choreographers across , times, places and/or other contexts use the , and/or production elements to communicate ideas, perspectives and/or meaning

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Elaborations

• analysing dances from a range of times and locations, such as dances from times they are studying in History or dance from a country or in Asia, and considering how a single realistic movement can be manipulated from representational to symbolic (literal to abstract)

• investigating the development of dance in different artistic, social, environmental, historical or cultural contexts; for example, identifying the distinguishing stylistic features of dances in a range of or from a range of times or places, and considering how these can inform their choreography

• using Viewpoints to explore questions such as "What was the choreographer's intention for this dance?", "What ideas did you think the dance expressed?"

• comparing use of one or more and/or such as repetition in dances from a range of / , , times and/or places; for example, dances from a range of or countries in Asia

• investigating how and use of immersive technologies such as virtual reality (VR) are influencing choreography, performance or use of production elements

Students learn to:

investigate ways that dance works, performers and/or choreographers across cultu and/or other contexts use the elements of dance, choreographic devices and/or pro communicate ideas, perspectives and/or meaning

(AC9ADA8E01)

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

• Respond to biases, stereotypes, prejudices and discrimination

• 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

Knowing Asia and its diversity

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

Understanding Asia's global significance

• The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Analysing

• Interpret concepts and problems

Inquiring

• Develop questions

Reflecting on culture and cultural diversity

• Examine cultural perspectives and world views

Navigating intercultural contexts

- Consider responses to intercultural contexts
- Respond to biases, stereotypes, prejudices and discrimination
- Adapt in intercultural exchanges

Knowing Asia and its diversity

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

Understanding Asia's global significance

- The peoples of Asia shape human endeavour through aesthetic, creative, political, sporting, economic, technological and scientific domains.

Creating and exchanging

- Create, communicate and collaborate

Resources

Snapshot – Develop multiple perspectives

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

Content description

AC9ADA8E01

Continuum extract

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

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

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

AC9ADA8E01

Continuum extract

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

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases prejudices and discrimination

Content description

AC9ADA8E01

Continuum extract

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

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9ADA8E01

Continuum extract

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

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

Snapshot – Interacting

Literacy: Speaking and listening: Interacting

Content description

AC9ADA8E01

Learning progression extract

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

• 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

• interacts within school context or the broader community, adjusting language and responses to suit purpose and audience

• synthesises ideas from group discussion into a common theme or hypothesis

• poses problems, hypothesises and formulates questions about abstract ideas in group situations

• restates different views and makes suggestions to negotiate agreement

• poses questions to clarify assumptions made by the speaker

• questions others to evaluate accuracy of thinking or problem-solving processes

• uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")

• interacts strategically and confidently with a broad range of interactional partners

• gives an extended explanation and evaluation of a complex concept, issue or process

• justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation

• uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

Snapshot – Identify, process and evaluate information

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

Content description

AC9ADA8E01

Continuum extract

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

• 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

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

• evaluate the accuracy, validity and relevance of the information and opinion to the topic of study

• identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
• evaluate the information selected to determine bias and reliability

Snapshot – Interpret concepts and problems

Critical and Creative Thinking: Analysing: Interpret concepts and problems

Content description

AC9ADA8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
• identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
• identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

Snapshot – Develop questions

Critical and Creative Thinking: Inquiring: Develop questions

Content description

AC9ADA8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• develop■questions to examine unfamiliar ideas and topics
• questions developed focus on improving understanding about a topic and clarifying information about processes or procedures
• develop questions to investigate complex issues and topics
• questions developed assist in forming an understanding of why phenomena or issues arise
• develop questions to investigate complex issues and topics
• questions developed facilitate increasing understanding of abstract ideas and concepts

Snapshot – Examine cultural perspectives and world views

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

Content description

AC9ADA8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• examine the factors that influence cultural perspectives presented within intercultural contexts
• analyse the reasons, experiences and understandings that inform diverse cultural perspectives and world views in a range of intercultural contexts
• evaluate how common and conflicting values within and across cultural and linguistic groups affect the presentation of cultural perspectives and world views

Snapshot – Consider responses to intercultural contexts

Intercultural Understanding: Navigating intercultural contexts: Consider responses contexts

Content description

AC9ADA8E01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how intercultural experiences affect what they learn about relationship-building and interactions
• analyse how cultural representations in a range of intercultural contexts influence self-awareness of culturally appropriate behaviour
• apply learning to improve communication outcomes in unfamiliar intercultural contexts, considering

and developing alternative responses

Snapshot – Respond to biases, stereotypes, prejudices and discrimination

Intercultural Understanding: Navigating intercultural contexts: Respond to biases prejudices and discrimination

Content description

AC9ADA8E01

Continuum extract

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

• examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions
that demonstrate understanding and respect

• analyse the origins of biases, stereotypes and prejudices affecting interactions and the
representation of groups, proposing actions to build awareness of experiences or impacts

• apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges,
proposing actions to challenge biases, stereotypes, prejudices and discrimination

Snapshot – Adapt in intercultural exchanges

Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultu

Content description

AC9ADA8E01

Continuum extract

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

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

• modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that
develop mutual understanding

• apply learning to the challenges and benefits of interacting in a culturally diverse society,
adapting thinking and behaviour to develop mutual understanding

Snapshot – Create, communicate and collaborate

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

Content description

AC9ADA8E01

Continuum extract

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

• select and control a variety of features in appropriate digital tools to create content and
communicate and collaborate with trusted groups

• select and control advanced features of appropriate digital tools to independently create content
and effectively communicate and collaborate with wider groups

• select and control the features of digital tools to purposefully create content and effectively
communicate and collaborate, inclusive of diverse groups

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

AC9ADA8E02

**investigate the diversity of dance choreographed and/or performed by First Nations Australians
considering culturally responsive approaches to rights**

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Elaborations

• exploring information about rights that is available to help dance practitioners understand how to
make ethical choices; for example, asking questions such as "Who created this dance or these
movements?"
• using and annotating a map of First Nations Australian language groups to identify where First
Nations Australian choreographers and/or performers are working and provide short descriptions of
the dance they are choreographing and/or performing
• analysing how linear and non-linear narrative is used in specific examples of dance choreographed
and/or performed by First Nations Australians to explore issues such as relationships, identity or
empathy
• investigating an example of where it has been found that First Nations Australian rights have been
denied and identifying how this situation could have been approached respectfully; for example, a
situation where a choreographer has used movement vocabulary that carries without permission from
the knowledge holders
Students learn to:

investigate the diversity of dance choreographed and/or performed by First Nations
considering culturally responsive approaches to Indigenous Cultural and Intellectua

(AC9ADA8E02)
General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum
priorities.
Responding to ethical issues
• Explore ethical perspectives and frameworks
Understanding ethical concepts and perspectives
• Explore ethical concepts
• Examine values, rights and responsibilities and ethical norms
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.
- 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

- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

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.

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 .

Responding to ethical issues

- Explore ethical perspectives and frameworks
- Explore ethical issues

Understanding ethical concepts and perspectives

- Explore ethical concepts
- Examine values, rights and responsibilities and ethical norms

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.
- The First Peoples of Australia are the Traditional Owners of Country/Place, protected in Australian Law by the Native Title Act 1993 which recognises pre-existing sovereignty, continuing■systems of law and customs, and connection to Country/Place. This recognised legal right provides for economic sustainability and a voice into the development■and management of Country/Place.

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.

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.

Responding to ethical issues

- Explore ethical perspectives and frameworks
- Explore ethical issues

Understanding ethical concepts and perspectives

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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.

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Resources

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9ADA8E02

Continuum extract

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

• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making

• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making

• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9ADA8E02

Continuum extract

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

• identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

• analyse■the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

• evaluate■the consistency in meaning of ethical concepts, such as trust, freedom and rights and responsibilities, in a range of situations and contexts

Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Examir responsibilities and ethical norms

Content description

AC9ADA8E02

Continuum extract

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

• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues

• describe the relationship between the role of individual and community values, rights and responsibilities, and ethical norms when responding to ethical issues

• describe the importance of values, rights and responsibilities when reaching a position on an

ethical issue, and evaluate their role in challenging and defending ethical norms

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9ADA8E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9ADA8E02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how ethical perspectives or approaches to ethical issues may vary in different situations
• analyse■the relationships between values, ethical perspectives■and ethical frameworks when responding to ethical issues
• apply knowledge of ethical concepts, values, perspectives and frameworks when responding to ethical issues

Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

AC9ADA8E02

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Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Examin responsibilities and ethical norms

Content description

AC9ADA8E02

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Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9ADA8E02

Continuum extract

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• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
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Snapshot – Explore ethical issues

Ethical Understanding: Responding to ethical issues: Explore ethical issues

Content description

AC9ADA8E02

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Snapshot – Explore ethical concepts

Ethical Understanding: Understanding ethical concepts and perspectives: Explor

Content description

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Snapshot – Examine values, rights and responsibilities and ethical norms

Ethical Understanding: Understanding ethical concepts and perspectives: Examir responsibilities and ethical norms

Content description

AC9ADA8E02

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• describe how the relationships between values, rights and responsibilities, and ethical norms influence responses and decisions related to ethical issues
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• describe the importance of values, rights and responsibilities when reaching a position on an ethical issue, and evaluate their role in challenging and defending ethical norms

AC9ADA8D01

develop safe dance practice and use of expressive and technical skills and, as appropriate, - or style-specific techniques

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Elaborations
• developing dance skills and style-specific techniques; for example, experimenting to extend their own movement vocabulary by improvising using movements and techniques from diverse dance

• exploring how expressive skills can be used to communicate ideas; for example, using gesture or facial expression to communicate relationships or emotions
• extending technical competence such as control, coordination, accuracy, , balance, flexibility, strength, endurance and articulation when moving, in response to self, peer and/or teacher feedback
Students learn to:

develop safe dance practice and use of expressive and technical skills and, as appr or style-specific techniques

(AC9ADA8D01)

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

• Goal setting
• 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

Self-awareness

• Reflective practice

Self-management

• Goal setting

Generating

• Consider alternatives
• Put ideas into action

Social management

• Communication

Self-awareness

• Reflective practice

Self-management

• Goal setting

Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9HP8M01

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations

• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• use and refine strategies that contribute to regulating behaviour and achieving learning goals
• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Perseverance and adaptability

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

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks

• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• use and refine strategies that contribute to regulating behaviour and achieving learning goals
• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8D01

Continuum extract

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

• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8D01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• use and refine strategies that contribute to regulating behaviour and achieving learning goals
• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

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

AC9ADA8D02

reflect on own and others' dance works and/or practices to inform choreographic choices and use of technical and expressive skills

-
-

Elaborations

- reflecting on how they have used or extended their movement vocabulary and considering options for further development
- evaluating influences on their own performance or choreography; for example, using a journal to document interesting examples of how others use an element of dance or - or style-specific techniques, and considering how to use these ideas in their own choreography or performance
- reflecting on feedback from peers who have observed a workshop or a rehearsal and using ideas from the feedback/reflection to refine dance; for example, use of technical and expressive skills or a choreographic device

Students learn to:

reflect on own and others' dance works and/or practices to inform choreographic cl technical and expressive skills

(AC9ADA8D02)

General capabilities and cross-curriculum priorities

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

Reflecting

- Think about thinking (metacognition)
- Transfer knowledge

Self-awareness

- Reflective practice

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 .

Reflecting

- Think about thinking (metacognition)

Self-awareness

- Reflective practice

Analysing

• Evaluate actions and outcomes
Reflecting

• Think about thinking (metacognition)
Self-management

• Goal setting
Reflecting

• Think about thinking (metacognition)
Self-awareness

• Reflective practice
Self-management

• Goal setting
Resources
Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADA8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and reflect on thinking and assumptions when completing activities or drawing conclusions
• invite alternative perspectives or feedback in order to improve future outcomes
• reflect on the thinking and processes used when completing activities or drawing conclusions
• invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
• reflect on the thinking and processes used when completing activities and drawing conclusions
• identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Transfer knowledge

Critical and Creative Thinking: Reflecting: Transfer knowledge

Content description

AC9ADA8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply aspects of knowledge and skills gained in one context to a new or unrelated context to achieve a specific purpose
• transfer knowledge and skills gained in previous experiences to both similar and different contexts, and explain reasons for decisions and choices made
• identify, plan and justify opportunities to transfer knowledge into new contexts

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8D02
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement
• use and refine strategies that contribute to regulating behaviour and achieving learning goals
• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• identify and reflect on thinking and assumptions when completing activities or drawing conclusions
• invite alternative perspectives or feedback in order to improve future outcomes
• reflect on the thinking and processes used when completing activities or drawing conclusions
• invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
• reflect on the thinking and processes used when completing activities and drawing conclusions
• identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Think about thinking (metacognition)

Critical and Creative Thinking: Reflecting: Think about thinking (metacognition)

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- identify and reflect on thinking and assumptions when completing activities or drawing conclusions
- invite alternative perspectives or feedback in order to improve future outcomes
- reflect on the thinking and processes used when completing activities or drawing conclusions
- invite alternative perspectives and feedback, and consider reasonable criticism to adjust thinking and approaches
- reflect on the thinking and processes used when completing activities and drawing conclusions
- identify possible limitations in their own positions by considering opposing viewpoints, reasonable criticism and feedback

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- analyse personal abilities and achievements by seeking feedback
- plan a personal response to a range of contexts using feedback from previous experiences
- evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8D02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- select and use strategies to monitor own learning and refine goals to plan for further improvement
- use and refine strategies that contribute to regulating behaviour and achieving learning goals

• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

AC9ADA8C01

choreograph dance by selecting and manipulating elements of dance and to communicate ideas, perspectives and/or meaning

•

•

Elaborations

• exploring ways to use and to portray characters and stories respectfully and empathetically

• experimenting with ways to use the and to represent ideas about themes or issues such as social relationships through dance; for example, through improvisation

• selecting movements from an improvisation, such as an improvisation focusing on communication of mood or emotion, and organising it for use in a music video or as short phrases that participants in an immersive experience such as VR can use

• selecting, combining, refining and sequencing movement using such as transitions, variation and contrast, and choreographic forms such as binary, ternary and narrative

• analysing and evaluating the structural choices made in their dance by documenting their process in records such as journals, blogs, video or audio recordings, securing permission where appropriate

Students learn to:

choreograph dance by selecting and manipulating elements of dance and choreogr

communicate ideas, perspectives and/or meaning

(AC9ADA8C01)

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 .

Engaging with cultural and linguistic diversity

• Develop empathy

Social awareness

• Empathy

Generating

• Create possibilities

• Consider alternatives

• Put ideas into action

Social awareness

• Empathy

Generating

• Consider alternatives

• Put ideas into action

Creating and exchanging

• Create, communicate and collaborate

Generating

• Consider alternatives

• Put ideas into action

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes
Responding to ethical issues
• Explore ethical perspectives and frameworks
Related content

This content description can be taught with the following content descriptions from other learning areas.
AC9HP8M03
Resources
Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA8C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Goal setting

Personal and Social capability: Self-management: Goal setting

Content description

AC9ADA8C01
Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use strategies to monitor own learning and refine goals to plan for further improvement

- use and refine strategies that contribute to regulating behaviour and achieving learning goals
- adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Develop empathy

Intercultural Understanding: Engaging with cultural and linguistic diversity: Deve

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- examine how showing empathy during intercultural experiences supports relationship-building and sustains respectful interactions
- use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences
- analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
- create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
- create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
- create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Empathy

Personal and Social capability: Social awareness: Empathy

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
• acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
• evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering

approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing
modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Create, communicate and collaborate

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

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and control a variety of features in appropriate digital tools to create content and
communicate and collaborate with trusted groups
• select and control advanced features of appropriate digital tools to independently create content
and effectively communicate and collaborate with wider groups
• select and control the features of digital tools to purposefully create content and effectively
communicate and collaborate, inclusive of diverse groups

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where
current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and
recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when
circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a
range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering
approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing
modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide
reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and
across discipline areas to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and
arguments before making recommendations

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Explore ethical perspectives and frameworks

Ethical Understanding: Responding to ethical issues: Explore ethical perspective

Content description

AC9ADA8C01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• describe how ethical frameworks that use consequences, virtues and duties guide ethical decision-making
• explain how different ethical frameworks support developing ethical perspectives and inform ethical decision-making
• analyse and utilise different ethical frameworks when responding to ethical issues and making ethical decisions

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.

AC9ADA8C02

apply technical and expressive skills and/or - or style-specific techniques to communicate ideas, perspectives and/or meaning

•

Elaborations

• applying technical skills such as strength, balance or coordination to intensify communication of mood/atmosphere in a dance they are choreographing and/or performing
• responding to feedback to enhance communication of choreographic intent to the audience; for example, by refining use of technical skills such as accuracy or flexibility
• using questions based on Viewpoints to evaluate clarity of movement, projection, focus and musicality when preparing for a performance, and using video to evaluate and refine spatial placement or articulation

Students learn to:

apply technical and expressive skills and/or genre- or style-specific techniques to c ideas, perspectives and/or meaning

(AC9ADA8C02)

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

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

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Self-awareness

• Reflective practice

Analysing

• Draw conclusions and provide reasons
• Evaluate actions and outcomes

Self-awareness

• Personal awareness

Resources

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Consider alternatives

Critical and Creative Thinking: Generating: Consider alternatives

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• consider alternatives by challenging or creatively adjusting existing ideas in situations where current approaches do not work and recommend a preferred option
• consider alternatives by creatively adapting ideas when information is limited or conflicting and recommend a preferred option
• consider alternatives by creatively revising and modifying ideas and recommendations when circumstances change

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• put ideas into action by predicting potential or future outcomes and systematically testing a range of options
• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADA8C02

Continuum extract

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

• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Reflective practice

Personal and Social capability: Self-awareness: Reflective practice

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse personal abilities and achievements by seeking feedback
• plan a personal response to a range of contexts using feedback from previous experiences
• evaluate goals set for their own personal, social and cognitive development, reflecting on feedback

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

Snapshot – Evaluate actions and outcomes

Critical and Creative Thinking: Analysing: Evaluate actions and outcomes

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• evaluate the effectiveness of a course of action or the outcome of a task, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action or the outcome of a task and account for expected and unexpected results, including using a given or co-developed set of criteria to support decisions
• evaluate the effectiveness of a course of action to achieve desired outcomes and suggest improvements, including using a personally developed set of criteria to support judgements and decisions

Snapshot – Personal awareness

Personal and Social capability: Self-awareness: Personal awareness

Content description

AC9ADA8C02

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• analyse the influence that choices have on developing personal qualities and identify areas for growth
• evaluate strategies for developing personal qualities and describe how they assist achieving growth
• devise personally appropriate strategies to achieve growth

AC9ADA8P01

rehearse and perform dance for audiences, using technical and expressive skills and, as appropriate - or style-specific techniques

•

•

Elaborations

• planning effective use of available performance spaces during rehearsals

• using production elements such as projection, soundscape, music, special effects or voice-overs to share key ideas or information about the creative intention of the dance with the audience

• using technical and expressive skills and, as appropriate, - or style-specific techniques when performing dance they have learnt and/or choreographed

• using rehearsal strategies or techniques such as spotting to enhance confidence, clarity of movement, projection, focus and musicality in performance

• introducing their dance to an audience; for example, in a program note or voice-over that uses descriptive style-specific dance terminology

Students learn to:

rehearse and perform dance for audiences, using technical and expressive skills an genre- or style-specific techniques

(AC9ADA8P01)

General capabilities and cross-curriculum priorities

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

Generating

• Put ideas into action

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

• Leadership

Generating

• Create possibilities

Social management

• Communication

Social management

• Communication

Self-management

• Perseverance and adaptability

Analysing

• Draw conclusions and provide reasons

Resources

Snapshot – Put ideas into action

Critical and Creative Thinking: Generating: Put ideas into action

Content description

AC9ADA8P01

Continuum extract

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

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

• put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
• put ideas into action by making predictions, testing and evaluating options, proposing modifications and adapting approaches in complex or unfamiliar situations

Snapshot – Perseverance and adaptability

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

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Leadership

Personal and Social capability: Social management: Leadership

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• select and use different leadership approaches when acting as a sole leader or leading with others
• devise a plan for leading action and evaluate the appropriateness of various leadership approaches in the process
• propose, implement and evaluate strategies to address needs at local, regional, national or global levels

Snapshot – Create possibilities

Critical and Creative Thinking: Generating: Create possibilities

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• create possibilities by changing, combining, or elaborating on new and known ideas in a variety of

creative ways
• create possibilities by adapting, combining or elaborating on new and known ideas, and proposing a range of different or creative combinations
• create possibilities by connecting or adapting complex ideas and proposing innovative and detailed variations or combinations

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Communication

Personal and Social capability: Social management: Communication

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• apply skills to address factors that influence verbal and non-verbal communication
• demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
• devise strategies that apply effective verbal and non-verbal communication in response to feedback

Snapshot – Perseverance and adaptability

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

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• adapt approaches to tasks to support perseverance when faced with challenging or unfamiliar tasks
• select, apply and refine strategies to persevere when faced with unexpected or challenging contexts
• devise, evaluate and adapt strategies to engage with unexpected or challenging situations

Snapshot – Draw conclusions and provide reasons

Critical and Creative Thinking: Analysing: Draw conclusions and provide reasons

Content description

AC9ADA8P01

Continuum extract

The following continuum extract shows the alignment of the continuum with this content.
• draw conclusions and make choices when completing tasks, using discipline knowledge to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks by connecting evidence from within and across discipline areas to provide reasons and evaluate arguments for choices made
• draw conclusions and make choices when completing tasks, using analysis of complex evidence and arguments before making recommendations

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.

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