

## AC9ADA2E01

explore where, why and how people across , communities and/or other contexts experience dance

- 
- 

### Elaborations

- identifying features of dances that communicate , such as stories, traditions or dances used in ceremonies
- using Viewpoints to ask questions about dances they experience; for example, “What sort of movements did the dancers perform?”, “What are they wearing?”, “What kind of music are they dancing to?”, “How are they communicating the ideas or intentions in this dance?”
- recognising and describing patterns of movement in dances, using their own words and learnt dance terminology
- identifying similarities and differences in dances by sharing, viewing and/or learning dances that they are familiar with or have experienced with their families and communities
- identifying how dance can show what feelings people have about places, people or experiences

Students learn to:

**explore where, why and how people across cultures, communities and/or other con  
dance**

(AC9ADA2E01)

### 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 .

#### Analysing

- Interpret concepts and problems

#### Inquiring

- Identify, process and evaluate information

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Analysing

- Interpret concepts and problems

#### Inquiring

- Develop questions

#### Analysing

- Interpret concepts and problems

#### Inquiring

- Develop questions
- Identify, process and evaluate information

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

#### Engaging with cultural and linguistic diversity

- Develop empathy

#### Reflecting on culture and cultural diversity

- Reflect on the relationship between cultures and identities

## **Self-awareness**

- Emotional awareness

## **Social awareness**

- Empathy

## **Resources**

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- listen to, and share opinions and reflections on, familiar topics and intercultural experiences
- 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

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

### **Snapshot – Interacting**

#### **Literacy: Speaking and listening: Interacting**

##### **Content description**

AC9ADA2E01

##### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language

- 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")

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9ADA2E01

##### **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 reflect their curiosity about the world
- 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

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify the main parts of a concept or problem
- identify the main parts of a concept or problem and describe how these relate to each other
- identify and prioritise significant elements and relationships within a concept or problem

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9ADA2E01

##### **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 reflect their curiosity about the world
- 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

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9ADA2E01

##### **Continuum extract**

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

- identify and explore relevant points in information provided on a topic
- prioritise the information that is most relevant to the topic of study
- 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

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

#### **Content description**

AC9ADA2E01

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

## **Snapshot – Develop empathy**

### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop empathy**

#### **Content description**

AC9ADA2E01

#### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- 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

## **Snapshot – Reflect on the relationship between cultures and identities**

### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

#### **Content description**

AC9ADA2E01

#### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

## **Snapshot – Emotional awareness**

### **Personal and Social capability: Self-awareness: Emotional awareness**

#### **Content description**

AC9ADA2E01

#### **Continuum extract**

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

- identify their own emotional responses
- describe the emotional responses of themselves and others
- explain the influence that their own behaviour has on the emotional responses of others

## **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

#### **Content description**

AC9ADA2E01

#### **Continuum extract**

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

- demonstrate an awareness of the needs, emotions, cultures and backgrounds of others
- describe similarities and differences between the needs, emotions, cultures and backgrounds of themselves and others
- discuss the value of different needs, emotions, cultures and backgrounds

## **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

## **AC9ADA2E02**

### **explore examples of dance choreographed and/or performed by First Nations Australians**

- 
- 

#### **Elaborations**

- exploring when, where, how and why First Nations Australians use dance to share knowledge about their ; for example, during celebrations such as National Aboriginal and Torres Strait Islander Children's Day, NAIDOC Week, Reconciliation Week or the acknowledgement of significant occasions including Sorry Day
- observing how they are used in choreography and/or performance by First Nations Australians; for example, exploring the movements with representatives of the First Nations Australian community or by using resources that are created or co-created by First Nations Australians
- identifying where they might experience dance in First Nations Australians' , such as in ceremonies at their school, in their community, or as part of state and national events, and taking notice of ways the performers and audiences observe and respect Elders or knowledge holders
- learning about First Nations Australians' interpretations of the night sky; for example, working

with First Nations Australians who have to co-create movements to represent shapes and patterns that can be seen at different times of the year

Students learn to:

**explore examples of dance choreographed and/or performed by First Nations Austr**

(AC9ADA2E02)

### **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**

- Explore the influence of cultures on interactions

#### **Navigating intercultural contexts**

- Consider responses to intercultural contexts

#### **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.

### **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 .

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

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

#### **People**

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

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

## **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.

## **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.

## **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.

## **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 – Develop empathy**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop**

##### **Content description**

AC9ADA2E02

##### **Continuum extract**

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

- notice their own feelings, and the feelings of others, during familiar intercultural experiences
- 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

### **Snapshot – Explore the influence of cultures on interactions**

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

##### **Content description**

AC9ADA2E02

##### **Continuum extract**

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

- identify ways in which cultures, including their own, interact
- describe how their cultural identities influence interactions with others
- understand how cultural and linguistic diversity affect interactions within their community

### **Snapshot – Consider responses to intercultural contexts**

#### **Intercultural Understanding: Navigating intercultural contexts: Consider responses to contexts**

##### **Content description**



AC9ADA2E02

### **Continuum extract**

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

- notice how they, and their family members, respond in unfamiliar intercultural contexts
- describe how past intercultural experiences affect how they understand and respond to new experiences
- examine the influence of past intercultural experiences on what they learn about themselves and others

### **Snapshot – Adapt in intercultural exchanges**

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

### **Content description**

AC9ADA2E02

### **Continuum extract**

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

- identify how people show respect in intercultural exchanges
- 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

### **Snapshot – Reflect on the relationship between cultures and identities**

#### **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

### **Content description**

AC9ADA2E02

### **Continuum extract**

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

- identify cultural practices that are important to themselves, family and friends, and describe what they experience
- 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

### **AC9ADA2D01**

#### **experiment with ways to move safely and expressively using and the**

- 
- 

### **Elaborations**

- developing awareness of, and taking responsibility for, their own safe dance practice; for example, being aware of self and others in the dance space, moving with care, respecting others dancing in the space■ developing an awareness of the boundaries of the dance space and an awareness of what their bodies need; for example, getting a drink to hydrate themselves after dance activities
- using improvisation to explore movement possibilities in response to a stimulus such as imagery, music or shared stories; for example, improvising movements in response to prompts such as “Make a long, narrow shape”, “Stretch the shape as wide as possible”, “Make your shape long, narrow and low/high”, “Connect your shape with the shape another person has made”, “Make your combined shape move sideways/forwards/in a circle/ backwards”
- using Viewpoints to ask questions and identify movement possibilities, such as “What levels are you using in this dance, and why?”, “How are you communicating your ideas and intentions in this dance?”, “Are there other body parts you can use for this movement?”
- exploring fundamental movements safely to develop ideas for movement; for example, ideas about familiar situations, objects, animals or environmental features, such as running in a race, jumping like a frog, stomping like a giant, rolling like a log, falling like an autumn leaf, floating like a cloud, gliding like a bird
- moving around open and crowded spaces safely and using a variety of travelling steps, such as

running, skipping, rolling, jumping, walking backwards and sideways movements; identifying the distance between themselves and others when dancing and using props such as scarves; and responding by reflecting on the space and movements that made them feel safe or unsafe

Students learn to:

## **experiment with ways to move safely and expressively using fundamental movement elements of dance**

(AC9ADA2D01)

### **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 .

#### **Self-management**

- Goal setting

#### **Social management**

- Leadership

#### **Generating**

- Create possibilities
- Consider alternatives

#### **Measurement and geometry**

- Understanding geometric properties

#### **Generating**

- Consider alternatives

#### **Inquiring**

- Develop questions

#### **Generating**

- Put ideas into action

#### **Generating**

- Put ideas into action

#### **Reflecting**

- Think about thinking (metacognition)

#### **Related content**

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

AC9HP2M01

#### **Resources**

#### **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9ADA2D01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them

- 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

### **Snapshot – Consider alternatives**

#### **Critical and Creative Thinking: Generating: Consider alternatives**

##### **Content description**

AC9ADA2D01

##### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- 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

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADA2D01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

### **Snapshot – Reflective practice**

#### **Personal and Social capability: Self-awareness: Reflective practice**

##### **Content description**

AC9ADA2D01

##### **Continuum extract**

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

- identify how their choices affect the development of personal abilities and achievements
- describe what they have discovered about themselves by engaging with feedback
- build on personal abilities and achievements using feedback and self-assessment

### **Snapshot – Perseverance and adaptability**

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

##### **Content description**

AC9ADA2D01

##### **Continuum extract**

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

- demonstrate perseverance with familiar tasks when first attempts are unsuccessful, and adapt attempts as needed
- demonstrate perseverance and adaptability with unfamiliar tasks
- demonstrate perseverance when faced with challenges, adapting approaches based on successes and learning from setbacks and failure

### **Snapshot – Goal setting**

#### **Personal and Social capability: Self-management: Goal setting**

##### **Content description**

AC9ADA2D01

##### **Continuum extract**

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

- co-create goals to assist learning when working independently or collaboratively
- collaboratively develop goals to improve learning
- plan for learning, by setting improvement goals

## **Snapshot – Leadership**

### **Personal and Social capability: Social management: Leadership**

#### **Content description**

AC9ADA2D01

#### **Continuum extract**

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

- practise self-leadership by taking responsibility for their own actions
- practise ways that they can lead self and others, and describe when it is appropriate to adopt a leadership approach
- guide and make leadership decisions with a view to how these influence others

## **Snapshot – Create possibilities**

### **Critical and Creative Thinking: Generating: Create possibilities**

#### **Content description**

AC9ADA2D01

#### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9ADA2D01

#### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- 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

## **Snapshot – Understanding geometric properties**

### **Numeracy: Measurement and geometry: Understanding geometric properties**

#### **Content description**

AC9ADA2D01

#### **Learning progression extract**

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

#### **Familiar shapes and objects**

- uses everyday language to describe and compare shapes and objects (e.g. round, small, flat, pointy)
- locates and describes similar shapes and objects in the environment (e.g. when playing a game of netball or football describes and locates the centre circle; uses a collection of objects with a similar shape or objects as subject matter for a visual artwork, and documents the similarities and differences between each object that has inspired their work)
- names familiar shapes in the environment (e.g. recognises circles, triangles, and rectangles in the design of the school)

#### **Angles**

- identifies and describes a turn in either direction (e.g. turn the doorknob clockwise; turn to your left)

#### **Features of shapes and objects**

- identifies and describes features of shapes and objects (e.g. sides, corners, faces, edges and vertices)

- sorts and classifies familiar shapes and objects based on obvious features (e.g. triangles have 3 sides; a sphere is round like a ball)

### **Transformations**

- identifies features of shapes and objects of different sizes and in different orientations in the environment (e.g. identifies a rotated view of an object made out of centicubes; compares representation of familiar shapes and objects in visual artworks from different cultures, times and places commenting on their features)
- explains that the shape or object does not change when presented in different orientations (e.g. a square remains a square when rotated)

### **Angles**

- identifies angles in the environment (e.g. an angle formed when a door is opened; identifies that there are 4 angles in a square)

### **Properties of shapes and objects**

- identifies the relationship between the number of sides of a two-dimensional shape and the number of vertices (e.g. if the shape has 4 sides, it has 4 vertices)
- describes and identifies the two-dimensional shapes that form the faces of three-dimensional objects (e.g. recognises the faces of a triangular prism as triangles and rectangles)
- represents shapes and objects (e.g. drawing and sketching; model building such as skeletal models and centi-cubes; using digital drawing packages; manipulates body to create shapes and objects when choreographing dance)

### **Transformations**

- determines whether a shape has line symmetry (e.g. folds paper cut-outs of basic shapes to demonstrate which has line symmetry and which does not)
- identifies symmetry in the environment
- identifies and creates geometrical patterns involving the repetition of familiar shapes (e.g. uses pattern blocks to create a pattern and describes how the pattern was created)

### **Angles**

- compares angles to a right angle, classifying them as greater than, less than or equal to a right angle

## **Snapshot – Consider alternatives**

### **Critical and Creative Thinking: Generating: Consider alternatives**

#### **Content description**

AC9ADA2D01

#### **Continuum extract**

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

- consider alternatives by suggesting a different way to approach a given task or problem
- 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

## **Snapshot – Develop questions**

### **Critical and Creative Thinking: Inquiring: Develop questions**

#### **Content description**

AC9ADA2D01

#### **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 reflect their curiosity about the world
- 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

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

## **Content description**

AC9ADA2D01

### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

### **Snapshot – Put ideas into action**

## **Critical and Creative Thinking: Generating: Put ideas into action**

### **Content description**

AC9ADA2D01

### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

### **Snapshot – Think about thinking (metacognition)**

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

### **Content description**

AC9ADA2D01

### **Continuum extract**

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

- identify thinking and learning strategies used when completing activities and drawing conclusions
- identify and describe thinking and learning strategies they have used when completing activities and drawing conclusions
- select, describe and reflect on the thinking and learning strategies and processes used when completing activities and drawing conclusions

### **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](#)

## **AC9ADA2C01**

**use the to choreograph dance sequences**

- 
- 

### **Elaborations**

- using improvised movements to create a dance sequence that represents a weather event, or shows how they might take care of a place that is important to them
- using music they have created as inspiration for a dance, considering how they can use movement to communicate the rhythm/beat, texture (layers) or timbre (unique sound of each instrument/voice) in the music
- devising a dance sequence; for example, devising a starting shape, a way of moving to another place in the dance space (considering level, direction, locomotor and non-locomotor movements) and then combining their ideas with a partner or a small group to extend the sequence
- using ideas from an exploration of how they maintain balance, manipulate their posture, or move specific body parts, noting similarities and differences across individuals, groups or the whole class, to create a dance sequence
- using patterns of movement such as a sequence of locomotor movements (travelling movements) they have improvised, sharing/teaching these movements to a partner (and learning the partner's movements), and working collaboratively to combine and extend these movement ideas to create a dance sequence
- using their own words and learnt dance terminology to share ideas about the dance they are creating and recognising and accepting constructive feedback from peers or teachers; for example, in response to a "work-in-progress" sharing

Students learn to:

**use the elements of dance to choreograph dance sequences**

(AC9ADA2C01)

### **General capabilities and cross-curriculum priorities**

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

#### **Generating**

- Create possibilities
- Put ideas into action

#### **Measurement and geometry**

- Positioning and locating

#### **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**

- Put ideas into action

#### **Generating**

- Put ideas into action

#### **Generating**

- Create possibilities
- Put ideas into action

#### **Measurement and geometry**

- Positioning and locating

## **Generating**

- Put ideas into action

## **Generating**

- Put ideas into action

## **Social management**

- Collaboration

## **Social management**

- Communication

## **Related content**

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

AC9M1SP02

## **Resources**

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADA2C01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADA2C01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

### **Snapshot – Positioning and locating**

#### **Numeracy: Measurement and geometry: Positioning and locating**

##### **Content description**

AC9ADA2C01

##### **Learning progression extract**

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

##### **Position to other**

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

##### **Using informal maps and plans**

- draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)



- describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
- orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
- locates self on an informal map to select an appropriate path to a given location

#### **Using formal maps and plans**

- locates position on maps using grid references (e.g. locates the school in cell E5; uses grid references to identify specific locations on a stage and when creating a stage plan, lighting design or prompt script)
- describes routes using landmarks and directional language including reference to quarter, half, three-quarter turns; turns to the left and right; clockwise and anticlockwise turns (e.g. communicates strategic plays in relation to coaching a team game or sport)
- interprets keys, simple scales and compass directions contained within a map to locate features (e.g. uses a map and compass directions when bush walking or orienteering)

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADA2C01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADA2C01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

### **Snapshot – Create possibilities**

#### **Critical and Creative Thinking: Generating: Create possibilities**

##### **Content description**

AC9ADA2C01

##### **Continuum extract**

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

- use imagination to create possibilities by exploring and connecting ideas in ways that are new to them
- 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

### **Snapshot – Put ideas into action**

#### **Critical and Creative Thinking: Generating: Put ideas into action**

##### **Content description**

AC9ADA2C01

##### **Continuum extract**

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

- put ideas into action through trial-and-error experiences

- 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

## **Snapshot – Positioning and locating**

### **Numeracy: Measurement and geometry: Positioning and locating**

#### **Content description**

AC9ADA2C01

#### **Learning progression extract**

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

##### **Position to self**

- locates positions in the classroom relevant to self (e.g. hangs their hat on their own hook, puts materials in their own tray; says "my bag is under my desk")
- orients self to other positions in the classroom (e.g. collects a box of scissors from the shelf at the back of the classroom)
- follows simple instructions using positional language (e.g. "please stand near the door", "you can sit on your chair", "put your pencil case in your bag", "crawl through the tunnel")

##### **Position to other**

- uses positional terms with reference to themselves (e.g. "sit next to me", "you stood in front of me", "this is my left hand")
- interprets a simple diagram or picture to describe the position of an object in relation to other objects (e.g. "the house is between the river and the school")
- gives and follows simple directions to move from one place to another using familiar reference points (e.g. "walk past the flagpole around the vegetable patch and you will find Mr Smith's classroom")

##### **Using informal maps and plans**

- draws an informal map or sketch to provide directions (e.g. draws a dance map when planning choreography; sketches the pathway to provide directions for a robotic vehicle to move from one location to another within a space)
- describes and locates relative positions on an informal map or plan (e.g. locates the starting position for the cross-country race using an informal map of the course; uses a seating plan to describe where they sit relative to the teacher's desk)
- orients an informal map using recognisable landmarks and current location (e.g. orients a map to show the location of the audience and locates the entry and exit points of the school gymnasium)
- locates self on an informal map to select an appropriate path to a given location

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9ADA2C01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

## **Snapshot – Put ideas into action**

### **Critical and Creative Thinking: Generating: Put ideas into action**

#### **Content description**

AC9ADA2C01

#### **Continuum extract**

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

- put ideas into action through trial-and-error experiences
- 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

effectiveness

## **Snapshot – Collaboration**

### **Personal and Social capability: Social management: Collaboration**

#### **Content description**

AC9ADA2C01

#### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9ADA2C01

#### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

## **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

**AC9ADA2P01**

## **share dance sequences in informal settings**

- 
- 

### **Elaborations**

- presenting a learned sequence of movements or performing dances they have learnt to peers and teachers
- performing a dance they have co-created with a First Nations Australian person who has , and following to ensure they are using any with permission
- expressing ideas to an audience through movement; for example, showing contrasting dynamics by stamping heavily and tip-toeing lightly or using movement qualities, such as slow controlled sinking to the floor to express melting ice or sharp jerky movement to express a robot
- using Viewpoints to develop questions when responding to dances they experience in order to reflect on their choreography and/or performance; for example, “What did this dance make you think about?”, “Did the dance movements remind you of anything?”, “How did you communicate the ideas or intention in this dance?”

Students learn to:

## **share dance sequences in informal settings**

(AC9ADA2P01)

### **General capabilities and cross-curriculum priorities**

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

#### **Speaking and listening**

- Interacting

#### **Social management**

- Collaboration

### **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
- Collaboration

#### **Social management**

- Collaboration

### **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.

### **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.

#### **Social management**

- Collaboration

### **Analysing**

- Evaluate actions and outcomes

### **Inquiring**

- Develop questions

### **Resources**

## **Snapshot – Interacting**

### **Literacy: Speaking and listening: Interacting**

## **Content description**

AC9ADA2P01

### **Learning progression extract**

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

- contributes simple ideas and opinions to class or small group discussions
- shows signs of active listening, by sustaining attention across a short, spoken text
- shows beginning awareness of discussion conventions (e.g. pauses when another speaker starts)
- uses appropriate language or dialect to interact with speakers of the same language
- 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")

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

## **Content description**

AC9ADA2P01

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

## **Content description**

AC9ADA2P01

### **Continuum extract**

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

- develop positive communication skills by initiating, joining or contributing to conversations
- use a range of skills to enhance verbal and non-verbal communication
- apply verbal and non-verbal communication skills when responding to others

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

## **Content description**

AC9ADA2P01

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

## **Content description**

AC9ADA2P01

### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9ADA2P01

##### **Continuum extract**

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

- engage with others and participate in group play, tasks and activities
- participate cooperatively in groups on common tasks and activities
- perform designated roles within groups, appreciating everyone's contributions to a shared outcome

### **Snapshot – Evaluate actions and outcomes**

#### **Critical and Creative Thinking: Analysing: Evaluate actions and outcomes**

##### **Content description**

AC9ADA2P01

##### **Continuum extract**

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

- evaluate whether they are satisfied with the outcome of tasks or actions
- evaluate whether they have accomplished what they set out to achieve, including using a given set of criteria to support decisions
- evaluate the outcome of a task by explaining ideas, conclusions and actions, including using a given set of criteria to support decisions

### **Snapshot – Develop questions**

#### **Critical and Creative Thinking: Inquiring: Develop questions**

##### **Content description**

AC9ADA2P01

##### **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 reflect their curiosity about the world
- 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

### **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](#)