

## AC9ADA10E01

**investigate performers' and/or choreographers' use of , , - or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across , times, places and/or other contexts**

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### **Elaborations**

- investigating specific examples of how and why dance practitioners work collaboratively with communities, such as communities in Australia with cultural links to countries and/or in Asia
- investigating how and why choreographers work with communities to advocate for sustainable ways of living, social justice and recognition of people or events
- investigating why and how different traditions, and contexts affect the experience and interpretation of a dance work and taking this into account when choreographing and performing; for example, using Viewpoints to explore questions such as “What meaning is intended by the choreographer?”, “What cultural traditions are represented in this dance?” or “How does this work relate to my culture? To my life?”
- extending their movement vocabulary as they explore their own stylistic preferences and personal identity; for example, using analysis of dance from a range of they identify with or dance from different times to inform their choreographic practice
- analysing use of in different / , such as that feature in popular culture or from a country or in Asia, as a stimulus for choreography or to inform performance of a learnt work

Students learn to:

**investigate performers' and/or choreographers' use of elements of dance, choreography, genre- or style-specific techniques, conventions and/or production elements to communicate and/or challenge ideas, perspectives and/or meaning in dance across cultures, times, places and/or other contexts**

(AC9ADA10E01)

### **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 .

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **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.

## **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Examine cultural perspectives and world views

## **World views**

- World views are formed by experiences at personal, local, national and global levels, and are linked to individual, community, business and political actions for sustainability.

## **Inquiring**

- Develop questions
- Identify, process and evaluate information

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

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

## **Navigating intercultural contexts**

- Adapt in intercultural exchanges

## **Generating**

- Put ideas into action

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

- Reflect on the relationship between cultures and identities

## **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.

## **Resources**

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

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

##### **Content description**

AC9ADA10E01

##### **Continuum extract**

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

- 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 on the relationship between cultures and identities**

##### **Content description**

AC9ADA10E01

##### **Continuum extract**

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

- 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**

AC9ADA10E01

### **Continuum extract**

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

- 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 intercultural**

### **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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**

AC9ADA10E01

### **Learning progression extract**

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

- 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 – Communicate responsively**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

### **Content description**

AC9ADA10E01

### **Continuum extract**

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

- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## **Snapshot – Examine cultural perspectives and world views**

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

#### **Content description**

AC9ADA10E01

#### **Continuum extract**

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

- 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 to intercultural contexts**

#### **Content description**

AC9ADA10E01

#### **Continuum extract**

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

- 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, stereotypes, prejudices and discrimination**

#### **Content description**

AC9ADA10E01

#### **Continuum extract**

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

- 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 intercultural exchanges**

#### **Content description**

AC9ADA10E01

#### **Continuum extract**

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

- 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 – Develop multiple perspectives**

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

#### **Content description**

AC9ADA10E01

#### **Continuum extract**

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

- 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 – Examine cultural perspectives and world views**

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

### **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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 – Develop questions**

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

### **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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 – Identify, process and evaluate information**

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

### **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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 – Reflect on the relationship between cultures and identities**

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

### **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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 – Explore the influence of cultures on interactions**

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

## **Content description**

AC9ADA10E01

### **Continuum extract**

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

- explain the influence of cultural and linguistic diversity on unfamiliar interactions, identifying opportunities to show respect for cultural traditions
- analyse the influence of culture on interactions within and across cultural and linguistic groups, developing opportunities for exchange and collaboration

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

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

## **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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 – Put ideas into action**

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

## **Content description**

AC9ADA10E01

### **Continuum extract**

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

- 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 – 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**

AC9ADA10E01

### **Continuum extract**

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

- 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

## **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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## **AC9ADA10E02**

**investigate the ways First Nations Australian choreographers and/or performers celebrate and challenge multiple perspectives of Australian identity through dance**

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### **Elaborations**

- evaluating ways that First Nations Australian performers and/or choreographers are working respectfully and collaboratively with communities to explore local histories, and identities
- investigating dance works that challenge our understandings about “first contacts” between the First Nations Peoples of Australia and people from Britain or Europe
- exploring the ways that First Nations Australian choreographers and/or performers use their practice to communicate ideas, messages and lived experiences to the broader community

Students learn to:

**investigate the ways First Nations Australian choreographers and/or performers celebrate and challenge multiple perspectives of Australian identity through dance**

(AC9ADA10E02)

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

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

#### **Engaging with cultural and linguistic diversity**

- Develop empathy

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

- Examine cultural perspectives and world views

#### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

#### **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**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius, were experienced by First Nations Australians as an invasion that denied their

occupation of, and connection to, 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**

- 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.

### **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 .

### **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.

### **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.

### **Country/Place**

- The occupation and colonisation of Australia by the British, under the now overturned doctrine of terra nullius , were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, 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**

- 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.

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- 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.

### **People**

- 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 empathy**

##### **Content description**

AC9ADA10E02

##### **Continuum extract**

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

- 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 – Examine cultural perspectives and world views**

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

##### **Content description**

##### **Content description**

AC9ADA10E02

##### **Continuum extract**

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

- 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 – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases, stereotypes, prejudices and discrimination**

##### **Content description**

##### **Content description**

AC9ADA10E02

##### **Continuum extract**

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

- 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 – Explore ethical concepts**

#### **Ethical Understanding: Understanding ethical concepts and perspectives: Explore ethical concepts**

##### **Content description**

AC9ADA10E02

##### **Continuum extract**

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

- 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: Examine values, rights and responsibilities and ethical norms**

##### **Content description**

##### **Content description**

AC9ADA10E02

##### **Continuum extract**

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

- 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

## **AC9ADA10D01**

### **develop and refine safe dance practice, expressive and technical skills and - or style-specific techniques**

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#### **Elaborations**

- refining technical skills in response to self-reflection to develop safe dance practice and control, accuracy, strength, balance, , flexibility, endurance, coordination and articulation
- using experimentation and improvisation to develop techniques for executing expressive skills in a range of and/or
- practising and refining technical skills to develop proficiency in - and style-specific techniques

Students learn to:

### **develop and refine safe dance practice, expressive and technical skills and genre- c techniques**

(AC9ADA10D01)

#### **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

#### **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-awareness**

- Reflective practice

##### **Generating**

- Create possibilities
- Put ideas into action

##### **Generating**

- Create possibilities
- Consider alternatives

##### **Self-awareness**

- Reflective practice

#### **Related content**

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

AC9HP10M01

#### **Resources**

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

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

#### **Content description**

AC9ADA10D01

#### **Continuum extract**

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

- 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**

AC9ADA10D01

#### **Continuum extract**

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

- 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**

AC9ADA10D01

#### **Continuum extract**

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

- 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**

AC9ADA10D01

#### **Continuum extract**

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

- 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**

AC9ADA10D01

#### **Continuum extract**

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

- 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 – Reflective practice**

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

#### **Content description**

AC9ADA10D01

#### **Continuum extract**

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

- 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 – Create possibilities**

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

### **Content description**

AC9ADA10D01

### **Continuum extract**

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

- 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 – Put ideas into action**

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

### **Content description**

AC9ADA10D01

### **Continuum extract**

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- put ideas into action by making predictions, testing and evaluating options, and reconsidering approaches in complex or unfamiliar situations
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### **Snapshot – Create possibilities**

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

### **Content description**

AC9ADA10D01

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### **Content description**

AC9ADA10D01

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

- 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 – Reflective practice**

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

### **Content description**

AC9ADA10D01

### **Continuum extract**

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

- 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

### **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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## AC9ADA10D02

**reflect on own and others' use of the , , structure, - or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices**

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### Elaborations

- using questions based on Viewpoints to reflect on and evaluate use of forms and elements; for example, "How can I use and manipulate the elements of space and dynamics to convey my ideas?"
- evaluating choreographic and/or performance choices; for example, "How successful were the dancers in conveying the choreographer's stated intent?" or "What was the impact of the performer's choice to use gesture to communicate emotion?"
- documenting their creative process, including the use of analysis and evaluation strategies, in reflective records
- improvising using the and analysing movement choices to reflect their individuality and to clarify their choreographic intent
- considering how they can use the and to reflect ways that meaning and experiences, political statements, critical theories or emotions influence and shape their approach to dance

Students learn to:

**reflect on own and others' use of the elements of dance, choreographic devices, str  
style-specific techniques and/or technical and expressive skills to inform their chor  
performance choices**

(AC9ADA10D02)

### 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

### **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 .

### **Inquiring**

- Develop questions

### **Reflecting**

- Think about thinking (metacognition)

### **Self-awareness**

- Reflective practice

### **Reflecting**

- Think about thinking (metacognition)

### **Analysing**

- Evaluate actions and outcomes

### **Generating**

- Put ideas into action

### **Self-awareness**

- Reflective practice

### **Analysing**

- Draw conclusions and provide reasons

### **Resources**

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

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

##### **Content description**

AC9ADA10D02

##### **Continuum extract**

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

- 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**

AC9ADA10D02

##### **Continuum extract**

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

- 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**

AC9ADA10D02

### **Continuum extract**

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

- 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 – Communication**

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

##### **Content description**

AC9ADA10D02

##### **Continuum extract**

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

- 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 questions**

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

##### **Content description**

AC9ADA10D02

##### **Continuum extract**

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

- 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 – Think about thinking (metacognition)**

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

##### **Content description**

AC9ADA10D02

##### **Continuum extract**

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

- 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**

AC9ADA10D02

##### **Continuum extract**

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

- 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 – Think about thinking (metacognition)**

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

##### **Content description**

AC9ADA10D02

##### **Continuum extract**

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

- 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 – Evaluate actions and outcomes**

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

##### **Content description**

AC9ADA10D02

##### **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 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 – Put ideas into action**

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

##### **Content description**

AC9ADA10D02

##### **Continuum extract**

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

- 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**

AC9ADA10D02

##### **Continuum extract**

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

- 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**

AC9ADA10D02

##### **Continuum extract**

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

- 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

### **AC9ADA10C01**

**choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating , and/or structure**

- 
- 

##### **Elaborations**

- experimenting with ways to use and combine , such as addition and diminution, force and tempo or



by using different body parts

- using questions based on Viewpoints relating to forms and elements; such as “How can I use and manipulate the elements of space and dynamics to convey my ideas?”, for example, when choreographing a dance that conveys ideas, perspectives or meaning about identity, belonging or a social justice issue
- investigating the use of the in works of artists from different , times and places, and adapting dance ideas to create movements that represent a synthesis of influences and present a personal meaning or perspective, using respectful dance practice
- developing movement motifs and using or manipulating the in innovative ways to communicate their choreographic intent
- using motifs from a known dance as the starting point for their own choreography; for example, identifying and improvising on movements from a dance being shared via a social media platform to develop ideas that can be extended and structured into new work
- using a style-specific form such as a form associated with a culturally specific dance / , to structure a dance

Students learn to:

**choreograph dance that communicates ideas, perspectives and/or meaning by selecting elements of dance, choreographic devices and/or structure**

(AC9ADA10C01)

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

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

#### **Analysing**

- Interpret concepts and problems

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Self-management**

- Goal setting

#### **Social management**

- Communication

#### **Elaborations**

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

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Self-management**

- Goal setting

#### **Analysing**

- Interpret concepts and problems

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Analysing**

- Interpret concepts and problems

#### **Generating**

- Create possibilities
- Consider alternatives
- Put ideas into action

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

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

- Reflect on the relationship between cultures and identities

## **Generating**

- Put ideas into action

## **Self-management**

- Goal setting

## **Responding to ethical issues**

- Explore ethical perspectives and frameworks

## **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.

## **Responding to ethical issues**

- Explore ethical perspectives and frameworks

## **Engaging with cultural and linguistic diversity**

- Develop empathy

## **Resources**

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

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

##### **Content description**

AC9ADA10C01

##### **Continuum extract**

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

- 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 – Create possibilities**

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

##### **Content description**

AC9ADA10C01

##### **Continuum extract**

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

- 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**

AC9ADA10C01

##### **Continuum extract**

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

- 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**

AC9ADA10C01

## **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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 – Create possibilities**

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

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

##### **Continuum extract**

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

- 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 – Interpret concepts and problems**

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

##### **Content description**

AC9ADA10C01

##### **Continuum extract**

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

- 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 – Create possibilities**

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

##### **Content description**

AC9ADA10C01

##### **Continuum extract**

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

- 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**

AC9ADA10C01

##### **Continuum extract**

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

- 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**

AC9ADA10C01

##### **Continuum extract**

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

- 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 – Interpret concepts and problems**

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

## **Content description**

AC9ADA10C01

### **Continuum extract**

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

- 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 – Create possibilities**

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

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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 – Develop multiple perspectives**

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

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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 on the relationship between cultures and identities**

## **Content description**

AC9ADA10C01

### **Continuum extract**

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

- 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 – Put ideas into action**

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

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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**

AC9ADA10C01

#### **Continuum extract**

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

- 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 – Explore ethical perspectives and frameworks**

### **Ethical Understanding: Responding to ethical issues: Explore ethical perspective**

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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 perspectives and frameworks**

### **Ethical Understanding: Responding to ethical issues: Explore ethical perspective**

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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 – Develop empathy**

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

#### **Content description**

AC9ADA10C01

#### **Continuum extract**

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

- 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

## **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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## **AC9ADA10C02**

**apply technical and expressive skills and - or style-specific techniques to enhance communication of ideas, perspectives and/or meaning**

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#### **Elaborations**

- applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others
- using observations/analysis of a dance in a selected / to identify characteristic techniques, building ability to execute the technical and expressive skills using safe dance practice over time and applying it to enhance performance of dances
- seeking feedback on their choreography and performance; for example, using Viewpoints to frame questions such as “What emotion did you feel most strongly as you viewed the dance?” and using the feedback to refine use of technical and expressive skills

Students learn to:

**apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning**

(AC9ADA10C02)

## **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

### **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**

- Transfer knowledge

### **Generating**

- Put ideas into action

### **Reflecting**

- Transfer knowledge

### **Reflecting**

- Think about thinking (metacognition)

### **Resources**

## **Snapshot – Create possibilities**

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

#### **Content description**

AC9ADA10C02

#### **Continuum extract**

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

- 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**

AC9ADA10C02

#### **Continuum extract**

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

- 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**

AC9ADA10C02

#### **Continuum extract**

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

- 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**

AC9ADA10C02

#### **Continuum extract**

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

- 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 – Transfer knowledge**

## **Critical and Creative Thinking: Reflecting: Transfer knowledge**

### **Content description**

AC9ADA10C02

#### **Continuum extract**

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

- 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 – Put ideas into action**

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

### **Content description**

AC9ADA10C02

#### **Continuum extract**

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

- 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 – Transfer knowledge**

## **Critical and Creative Thinking: Reflecting: Transfer knowledge**

### **Content description**

AC9ADA10C02

#### **Continuum extract**

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

- 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 – Think about thinking (metacognition)**

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

### **Content description**

AC9ADA10C02

#### **Continuum extract**

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

- 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

## **AC9ADA10P01**

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

- 
-

## **Elaborations**

- planning how they can enter and leave the performance space in ways that are consistent with / , mood or ideas conveyed in a dance
- using rehearsal to build confidence that they can accurately and fluently maintain spatial placement during performance of a dance
- using available production elements such as music, costume and props to enhance communication of ideas, perspectives or meaning in a performance

Students learn to:

**rehearse and perform dance for audiences, using technical and expressive skills and specific techniques**

(AC9ADA10P01)

## **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 .

### **Generating**

- Consider alternatives
- Put ideas into action

### **Self-management**

- Perseverance and adaptability

### **Generating**

- Put ideas into action

## **Resources**

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

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

#### **Content description**

AC9ADA10P01

#### **Continuum extract**

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

- 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**

AC9ADA10P01

#### **Continuum extract**

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

- 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**

AC9ADA10P01

### **Continuum extract**

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

- 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 – Consider alternatives**

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

## **Content description**

AC9ADA10P01

### **Continuum extract**

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

- 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**

AC9ADA10P01

### **Continuum extract**

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

- 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**

AC9ADA10P01

### **Continuum extract**

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

- 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 – Put ideas into action**

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

## **Content description**

AC9ADA10P01

### **Continuum extract**

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

- 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

## **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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