



Western Australian Curriculum

The Arts | Dance

Achievement standards | Pre-primary–Year 10
(Provisional)

Revised curriculum | For familiarisation in 2026

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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Overview

The current Western Australian Curriculum: The Arts was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: The Arts, Dance are adopted and adapted from the Australian Curriculum version 9.

Pre-primary

By the end of Pre-primary, children use mostly familiar movements as a basis for creating short movement sequences. They use improvisation to generate movement in response to stimuli drawing on the dance element of body, to create shapes and can move the whole body or parts of the body in simple ways. Children demonstrate some locomotor and non-locomotor movements and replicate a few simple improvised and planned movement sequences while facing the front. They make simple responses about dances they make and celebrations and ceremonial dances that they view.

Year 1

By the end of Year 1, children respond to different stimuli to generate movement using some familiar and imaginative movement ideas. They use two elements of dance, body and space to create short movement sequences. Children usually demonstrate spatial awareness as a safe dance practice when dancing. They show some coordination when demonstrating locomotor and non-locomotor movements. Children demonstrate movement sequences, usually facing and looking to the front. They communicate simple thoughts and feelings in response to viewing different types of dances and dances they make.

Year 2

By the end of Year 2, children use familiar and some imaginative movement ideas and use three elements of dance (body, space and time) to create sequences that communicate an idea with a clear beginning and ending. They demonstrate some locomotor and non-locomotor movements, with some coordination of the whole body. Children replicate and demonstrate rehearsed simple dance sequences to a familiar audience, sometimes using appropriate performance skills, such as acknowledging the audience through gaze. Children respond to dances they make and view using simple dance language. They are able to identify some reasons why people dance.

Year 3

By the end of Year 3, students use improvisation to generate movements that express an idea or theme. They demonstrate dance sequences using some of the elements of dance. Students demonstrate fundamental movement skills through simple combinations with some balance and coordination. They work collaboratively to create and rehearse sequences to improve recall and performance of dance. Students use some performance skills to acknowledge the audience and can usually keep in time with the music when dancing. They use some basic dance language to identify how some of the elements of dance were used in their own and other's performances.

Year 4

By the end of Year 4, students use improvisation to generate movements that express an idea, theme or story. They use some of the elements of dance when creating dance and use choreographic devices in simple ways. Students demonstrate some balance, control and coordination of combined fundamental movement skills in dance sequences. They demonstrate performance qualities on occasion, using some expression and focus and can usually keep in time with the music when performing rehearsed dances to an audience. With guidance, students use dance terminology to identify how some of the elements of dance are used to communicate an idea/s in their own or others' dances.

Year 5

By the end of Year 5, students combine the elements of dance and use choreographic devices in simple ways to create dance that communicates an idea, theme or story. They use some strategies to improve dance performance and retention of choreography. Students demonstrate some balance, body awareness, control and coordination when combining complex fundamental movement skills in dance. Students use performance qualities, on occasion, of expression, focus and keep in time with the music when performing to an audience. When reflecting on their own or others' work, they use some dance terminology to communicate how the elements of dance and the design concepts are used in the dance.

Year 6

By the end of Year 6, students create dance that communicates an idea, theme or story. They combine the elements of dance in familiar ways and use some choreographic devices when creating dance. Students demonstrate some balance, body awareness, control and coordination when combining of a range of complex fundamental movement skills. They sometimes use performance qualities of, expression, focus and keeping in time with the music when performing dance to an audience. When reflecting on their own or others choreography, students communicate, using some dance terminology, how the elements of dance and design concepts are used in the dance.

Year 7

By the end of Year 7, students demonstrate competent use of improvisation skills. They can use elements of dance and specified choreographic devices to communicate meaning. Students demonstrate some control of the technique and skills of the chosen genre/style and can safely complete exercises. They perform choreography with a connection to the meaning of the dance, demonstrating some performance qualities. Using specific dance terminology, and given framework, students reflect on the process of their own work, giving simple justification for opinions. They can identify distinguishing features of dance influenced by time/place.

Year 8

By the end of Year 8, students use improvisation to abstract movement. They can select and combine the elements of dance and specified choreographic devices to communicate meaning. Students demonstrate some control of the technique and skills of the chosen genre/style and can safely complete exercises. They perform choreography with a connection to the ideas/meaning of the dance and demonstrate some appropriate performance qualities. Using specific dance terminology, and given framework, students reflect on the performance of others, providing simple justification for opinions. They can identify and outline similarities and difference in dance genres/styles from different eras.

Year 9

By the end of Year 9, students use improvisation to find new movement possibilities. They purposefully select and manipulate the elements of dance, specified choreographic devices and structure to communicate ideas/meaning or intent. Students demonstrate some control of the technique and skills of the chosen genre/style and can safely complete exercises and perform choreography with some connection to the choreographic intent. They demonstrate appropriate performance qualities. Using dance terminology, and a given framework, students reflect on the effectiveness of the choreographic and rehearsal processes and performance of self and others. They can outline the evolution of specific dance genres/styles.

Year 10

By the end of Year 10, students use structured improvisation to find simple solutions to simple movement tasks and/or expand known movement. They purposefully select and manipulate the elements of dance, specified choreographic devices and binary structure to communicate meaning or intent. Students demonstrate some control of the technique and skills of the chosen genre/style and can safely complete exercises. They perform choreography with some connection to the choreographic intent, demonstrating appropriate performance qualities. Using dance terminology, and a given framework, students reflect on and, may, evaluate the effectiveness of the choreographic and rehearsal processes and performance of self and others. They can outline how particular dance genres/styles are influenced by the contexts in which they exist.