



Western Australian Curriculum

The Arts | Dance

Year level descriptions | Pre-primary–Year 10

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

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning builds on the *Early Years Learning Framework* and each child's funds of knowledge. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Dance provides the opportunity for children to move their bodies in fun and different ways to show how they feel and what they think. Through dance, children can tell stories, play, and share ideas with others. It helps them express feelings, learn about their world, and to work together.

In Pre-primary, children use their natural curiosity to explore improvised movement responding to various stimuli. They create movement sequences using one element of dance (body). Children view and share feelings in response to celebrations and ceremonial events where people dance. They develop movement skills through practising locomotor and non-locomotor movement.

Children work safely within the dance space and develop interpersonal skills when working with others. They use strategies to remember and replicate movement when dancing. Children practise their performance skills while dancing for others and make simple observations of the dances they make.

Year 1

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Dance provides children with opportunities to explore movement and communicate through their bodies. Through dance, they explore emotions, tell stories, and connect with others. Dance encourages children to be active, imaginative and to work together in a fun and supportive environment.

In Year 1, children use their natural curiosity to explore improvised movement responding to various stimuli. They view and share thoughts and feelings in response to different types of dance. Children create movement sequences by exploring two of the elements of dance (body and space) and develop coordination through using locomotor and non-locomotor movement.

Children work safely within the dance space and develop interpersonal skills when working with others. They use strategies to remember, replicate and demonstrate movement sequences. Throughout this process, they develop performance skills and respond to dances they make.

Year 2

In the early childhood phase of schooling, learning, development and wellbeing are connected and learning experiences are informed by the Principles and Practices of the *Early Years Learning Framework*. A holistic curriculum that integrates knowledge, understandings, skills, values and attitudes across learning areas connects learning to children's lives and their natural curiosity about their world.

Dance provides children with opportunities to explore movement and communicate through their bodies using the elements of dance. It encourages creativity, collaboration and physical activity in a supportive and imaginative learning environment, helping them connect with others and their world.

In Year 2, children use improvisation to generate movement that communicates a story and demonstrate a clear beginning and ending when performing a dance sequence. They explore reasons why people dance and use three of the elements of dance (body, space and time). Choreographic devices are introduced, and coordination is developed through locomotor and non-locomotor movement.

Children work safely within the dance space and use strategies to remember, replicate and perform dance sequences. Throughout this process they respond to dances they make and view and develop interpersonal and performance skills.

Year 3

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Dance is a way of expressing ideas, connecting with emotions and the surrounding world through purposeful movement. Children explore how dance can represent, reflect and celebrate human experiences.

In Year 3, students extend their improvisation of movements to create dance sequences that express an idea or theme. There is a continued focus on using choreographic devices and demonstrating dances with a clear beginning and ending. They explore the function of dance from different times in history. The fourth element of dance (dynamics) is introduced, and students continue to experiment with body, space and time. They use dance to develop interpersonal skills and develop movement competency through combinations of fundamental movement skills.

Students use safe and healthy dance practices within all dance experiences and use strategies to improve dance performance and recall of dance sequences. They use performance skills when performing to an audience and basic dance language to identify and respond to how the elements of dance are used in own or others' performances.

Year 4

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Dance gives students the opportunity to explore how dance can be used to express and communicate ideas, experiences and stories. It empowers students to enhance their communication skills, fostering greater confidence in their interactions and connections with peers and the broader world.

In Year 4, students explore improvisation to create dance sequences with a beginning, middle and ending that express an idea, theme or story. They use the elements of dance and discuss the function of dance in different cultures. Students use dance to develop interpersonal skills and combine fundamental movement skills to build their overall movement competency.

They use safe and healthy dance practices within all dance experiences and use strategies to improve performance and recall of dance sequences. Students are given opportunities to demonstrate performance qualities in front of an audience and use teacher guided terminology to identify and respond to how the elements of dance are used in their own or others' performances.

Year 5

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Dance provides students with a structured and expressive medium to articulate emotions and ideas through movement. By engaging in dance students develop self-confidence and enhance their ability to connect with others. This creative process fosters emotional resilience, supports mental well-being, and cultivates essential life skills, contributing to the holistic development of each student.

In Year 5, students explore improvisation to generate movements that communicate an idea, theme or story. They explore features of dance in different cultures. Students combine the elements of dance, and utilise choreographic devices to create dances with a beginning, middle and ending. Movement competency is developed through combinations of complex fundamental movement skills.

Students practice safe and healthy dance within all dance experiences and use strategies to improve performance and retention of choreography. They use dance to develop interpersonal skills and opportunities to perform in front of an audience, allowing students to demonstrate performance qualities. Students use dance terminology to express reflections on their own or others' dance, considering the elements of dance and design concepts.

Year 6

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Dance offers students an engaging and expressive outlet to convey emotions and ideas through movement. This creative journey promotes emotional resilience, supports mental well-being, and nurtures vital social skills, contributing to the development of a well-rounded and confident individual.

In Year 6, students continue to explore improvisation to generate movements that communicate an idea, theme or story. They describe factors that have influenced dance in particular cultures or times. Students combine the elements of dance and use combinations of complex fundamental movement skills to develop movement competency. Choreographic devices are used to create dances with a beginning, middle and end.

Students use safe and healthy dance practices within all dance experiences. They develop strategies to improve dance performance and retention of choreography. Students develop interpersonal skills and opportunities to perform in front of an audience, allowing them to demonstrate performance qualities. They reflect on their own or others' choreography, considering the elements of dance and design concepts, using dance terminology.

Year 7

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Teaching and learning programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Dance provides students with a engaging and creative way to work together and express themselves. They learn how to create their own dance routines, using movement with clear intention. Performing these dances helps build their confidence and lets them explore their own artistic style. Dance helps students think in new ways and understand how dance fits into the wider world. By learning dances from different cultures and places, students begin to explore and understand more about themselves and others.

In Year 7, Dance students build on their ability to improvise and explore the elements of dance and choreographic devices to create dance that communicates an idea. They continue to improve dance technique and skills through the exploration of genres/styles and present their dance to an audience to further develop performance qualities. Safe and healthy dance underlies all dance experiences. Students perform within their own capabilities, individually and in groups. Reflection of the choreographic process guides students to understand the meaning and function of dance.

The learning focus enables the content to be taught with student interest in mind and underpins all learning activities. Teachers could address content through one or more of the following genres/styles: cultural dance (this can include existing and emerging cultures), folk dance and social dance.

Year 8

In the early adolescence phase of schooling, students align with their peer group and begin to question established conventions, practices and values. Teaching and learning programs assist students to develop a broader and more comprehensive understanding of the contexts of their lives and the world in which they live.

Dance encourages students to work together, think creatively and explore expressive movement with clear purpose. Through performing, they grow in confidence and continue to develop their unique artistic voice. Dance supports creative thinking and allows students to express ideas, and emotions through movement.

In Year 8, Dance students continue to build their movement vocabulary. Using improvisation, selection and combinations of the elements of dance and choreographic devices, students choreograph dance to communicate meaning. Dance technique and skills are further developed through the exploration of different dance genres/styles, and performance qualities are improved through performing to an audience. Safe and healthy dance underlies all dance experiences. Students perform within their own capabilities individually and in groups. Reflection of the performances of others, guides students to understand the meaning and function of dance, and exploring the similarities and differences in genres/styles from different eras allows students to understand the place of dance in history.

The learning focus enables the content to be taught with student interest in mind and underpins all learning activities. Teachers could address content through one or more of the following genres/styles: classical jazz, hip hop, social/folk or street funk/jazz.

Year 9

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Dance offers students a dynamic opportunity to collaborate, think creatively and develop movement with intent. Through the creation of choreographic works and performance, students build confidence and further develop their technical skills and performance qualities. They begin to shape their personal artistic voice.

By exploring dance, students expand their understanding of personal, social and cultural identities. Dance serves as a powerful tool for students to express and communicate, helping them connect with and convey meaningful ideas through movement.

In Year 9, Dance students use improvisation, a selection and manipulation of the elements of dance and choreographic devices and structure to choreograph dance that communicates ideas/meaning or intent. Technique, dance skills and performance qualities are refined through learning specific genres/styles and performing to an audience. Safe and healthy dance underlies all dance experiences. They perform within their own capabilities, individually and in groups. Students reflect on the work of choreographers (self and others) in terms of their use of the elements of dance, choreographic devices and structure, and design concepts, and how these communicate meaning. Investigation of the evolution of genre/style allows students to understand the influence of contextual factors on dance.

The learning focus enables the content to be taught with student interest in mind and underpins all learning activities. Teachers could address content through one or more of the following genres/styles: Broadway/ theatrical jazz, cheer, contemporary, lyrical and tap.

Year 10

In the middle adolescence phase of schooling, teaching and learning programs encourage students to develop an open and questioning view of themselves as active participants in their society and the world.

Dance offers students the opportunity to build on their collaboration skills, think more creatively and critically, and explore movement with clear intent and structure. By creating choreography and performing, students grow in confidence, refine their technical skills and performance qualities, and continue to shape their own artistic voice.

Dance encourages critical thinking, empowering students to thoughtfully evaluate and engage with the broader arts community. By exploring different cultures and contexts, students deepen their understanding of personal, social and cultural identity. The expressive nature of dance allows them to communicate across emotional, physical, social and cultural dimensions.

In Year 10, Dance students are introduced to structured improvisation to find solutions to tasks. They select and manipulate the elements of dance, choreographic devices and structures to choreograph dance that communicates intent. Dance technique and skills are further refined through the exploration of specific genres/styles, and performance qualities are progressed through performing to an audience. Safe and healthy dance underlies all dance experiences. They perform within their own capabilities, individually and in groups. Students reflect on the effectiveness of the choreographer's (self and others) selection and use of the elements of dance, choreographic devices and structures, and design concepts, in communicating intent. Investigation will be undertaken to understand the influence of cultural, historical and social contexts on dance.

The learning focus enables the content to be taught with student interest in mind and underpins all learning activities. Teachers could address content through one or more of the following genres/styles: ballet, commercial jazz, contemporary, cultural dance, hip hop, lyrical and tap.