



Western Australian Curriculum

The Arts | Dance

Scope and sequence of the mandated curriculum content

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.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: The Arts, Dance, shows the proposed content across the years of schooling from Pre-primary to Year 10.

The Scope and sequence for The Arts shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10.

The Arts learning area consists of five subjects: Dance, Drama, Media Arts, Music and Visual Arts. All students will study at least two of the five Arts subjects (including at least one performance arts subject [Dance, Drama or Music] and one visual arts subject [Media Arts or Visual Arts]) from Pre-primary to the end of Year 8. It is desirable that schools provide students with the opportunity to engage with all five Arts subjects across Pre-primary to Year 10. In Years 9 and 10, the study of The Arts is optional.

The Arts				
Performance arts			Visual arts	
Dance	Drama	Music	Media Arts	Visual Arts
Explore	Explore	Explore	Explore	Explore
Create	Create	Create	Develop	Develop
Perform	Perform	Perform	Create	Create

The Western Australian Curriculum: The Arts, Dance should be taught in an integrated way across the three subject strands of **Explore**, **Create** and **Perform**. The subject strands in Dance are organisers, ensuring content is progressive and developmental in the planning, teaching and learning of content from Pre-primary to Year 10.

The content descriptions in the **Explore** strand facilitate students' understanding of the contexts of dance across times, places, cultures and communities, and the use of improvisation to develop movement.

The content descriptions in the **Create** strand focus on students' use of the elements of dance (BDST), choreographic devices, choreographic structures and design concepts as part of the choreographic process.

The content descriptions in the **Perform** strand include practical activities that may lead to a performance. Technique and skills and performance qualities in the chosen genres/styles are developed, along with reflecting and responding to the choreographic process.

Pre-primary–Year 6

Strand: Explore

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use improvisation to generate movement using stimuli	Use improvisation to generate movement using stimuli	Use improvisation to generate movement that communicates an idea	Use improvisation to generate movements that express an idea or theme	Use improvisation to generate movements that express an idea, theme or story	Use improvisation to generate movements that communicate an idea, theme or story	Use improvisation to generate movements that communicate an idea, theme or story
View and share feelings in response to celebrations and ceremonial events where people dance	View and share thoughts and feelings in response to different types of dance	Identify reasons why people dance	Identify the function of dance from different times	Describe the function of dance in different cultures	Describe the features of dance in different cultures	Describe the factors that influence dance in particular cultures or times

Strand: Create

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use one element of dance: body	Use two elements of dance: body and space	Use three elements of dance: body, space and time	Use the four elements of dance: body, dynamics, space and time	Use the elements of dance	Combine the elements of dance	Combine the elements of dance
No content	No content	Create dance sequences using the choreographic devices of: • repetition • unison	Create dance sequences using the choreographic devices of: • repetition • unison • canon	Create dance sequences using the choreographic devices of: • repetition • unison • canon • contrast	Create dance using the choreographic devices of: • repetition • unison • canon • contrast	Create dance using the choreographic devices of: • repetition • unison • canon • contrast
Use dance to develop interpersonal skills, including: • interacting positively with others	Use dance to develop interpersonal skills, including: • taking turns when sharing ideas	Use dance to develop interpersonal skills, including: • accepting others' ideas	Use dance to develop interpersonal skills in group work, including: • communication • cooperation	Use dance to develop interpersonal skills in group work, including: • communication • cooperation	Use dance to develop interpersonal skills in group work, including: • communication • cooperation • collaboration	Use dance to develop interpersonal skills in group work, including: • communication • cooperation • collaboration

Strand: Perform

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop locomotor and non-locomotor movement	Use locomotor and non-locomotor movement to develop: • coordination	Use locomotor and non-locomotor movement to develop: • coordination	Use combinations of fundamental movement skills to develop: • coordination • balance	Use combinations of fundamental movement skills to develop: • coordination • balance • control	Use combinations of complex fundamental movement skills to develop: • coordination • balance • control • body awareness	Use combinations of complex fundamental movement skills to develop: • coordination • balance • control • body awareness
Use safe and healthy dance practices in class, including: • spatial awareness • warm up and cool down	Use safe and healthy dance practices in class, including: • spatial awareness • warm up and cool down	Use safe and healthy dance practices in class, including: • spatial awareness • warm up and cool down	Use safe and healthy dance practices in class and performances, including: • spatial awareness • warm up and cool down	Use safe and healthy dance practices in class and performances, including: • spatial awareness • warm up and cool down • attire	Use safe and healthy dance practices in class and performances, including: • spatial awareness • warm up and cool down • attire • personal responsibilities	Use safe and healthy dance practices in class and performances, including: • spatial awareness • warm up and cool down • attire • personal responsibilities • hydration
Use strategies to remember and	Use strategies to remember, replicate and	Use strategies to remember, replicate and	Use strategies to improve performance and	Use strategies to improve performance and	Use strategies to improve performance and	Develop strategies to improve performance and

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
replicate movement	demonstrate movement sequences	perform simple dance sequences	recall of dance sequences	recall of dance sequences	retention of choreography	retention of choreography
Develop performance skills when demonstrating dance, including: facing the front	Develop performance skills when demonstrating dance, including: facing and looking to the front	Develop performance skills when performing dance to an audience, including: - acknowledging audience through gaze - communicating a clear beginning and ending	Use performance skills when performing dance to an audience, including: - acknowledging audience through gaze - beginning and ending performance on cue - keeping in time with the music	Use performance qualities when performing dance to an audience, including: - expression - focus - keeping in time with the music	Demonstrate performance qualities when performing dance to an audience, including: - expression - focus - keeping in time with the music	Demonstrate performance qualities when performing dance to an audience, including: - expression - focus - keeping in time with the music
Respond to dances they make	Respond to dances they make and view	Respond to dances they make and view using basic dance terminology	Identify and respond to how the elements of dance in own or others' performances are demonstrated, using basic dance terminology	Identify and respond to how the elements of dance in own or others' performances are demonstrated, using basic dance terminology	Reflect on own or others' performance using dance terminology to review elements of dance and design concepts	Reflect on own or others' choreography using dance terminology to review the elements of dance and design concepts

Years 7–10

Strand: Explore

Year 7	Year 8	Year 9	Year 10
Use improvisation to find new/meaningful movement ideas	Use improvisation to find ways to make literal movement into abstract movement	Use improvisation to find new movement possibilities for the same idea	Use structured improvisation for find solutions to simple movement tasks
Develop knowledge and understanding of the chosen genre/style, including: • features • function – artistic/ritualistic/social • history/origins	Develop knowledge and understanding of the chosen genre/style, including: • features • function – artistic/ritualistic/social • history/origins	Investigate chosen genre/style to develop knowledge and understanding, including: • changes though time • features • design concepts, if applicable • function – artistic/ritualistic/social • history/origins	Investigate chosen genre/style to develop knowledge and understanding, including: • changes though time • features • design concepts, if applicable • function – artistic/ritualistic/social • history/origins
Explore the distinguishing features and functions of dance, influenced by time/place	Explore the similarities and differences in dance genres/styles and eras of dance	Investigate the evolution of dance in chosen genre/style(s) in relation to historical context	Investigate the influence of social, cultural and historical contexts on dance

Strand: Create

Year 7	Year 8	Year 9	Year 10
Use the elements of dance: body, dynamics, space, time to develop ideas/meaning in dance	Select and combine the elements of dance to create dance that communicates ideas/meaning	Select and manipulate the elements of dance to create dance that communicates ideas/meaning Use ideas/meaning to create a choreographic intent	Select and manipulate the elements of dance to create dance that communicates choreographic intent
Create dance that communicates meaning using choreographic devices, including: • canon • contrast • repetition • unison	Create dance that communicates meaning using choreographic devices, including: • canon • contrast • repetition • unison • abstraction	Create dance that communicates intent using choreographic devices and structure, including: • devices ▪ canon ▪ contrast ▪ repetition ▪ unison ▪ abstraction • structure ▪ musical structure	Create dance that communicates intent by selecting and combining choreographic devices and structure, including: • devices ▪ canon ▪ contrast ▪ repetition ▪ unison ▪ abstraction ▪ motif • structure ▪ musical structure ▪ binary
Use design concepts to enhance performance, including: • costume • music/sound	Use design concepts to enhance performance, including: • costume • music/sound	Use design concepts to enhance performance, including: • costume • music/sound	Use design concepts to enhance performance, including: • costume • music/sound

Year 7	Year 8	Year 9	Year 10
		• lighting • props	• lighting • props • technology
Create and perform dance using group work practices, including: • collaboration • communication • cooperation • leadership ▪ decision-making	Create and perform dance using group work practices, including: • collaboration • communication • cooperation • feedback • leadership ▪ decision-making	Create, rehearse and perform dance using group work practices, including: • collaboration • communication • cooperation • feedback • leadership ▪ decision-making ▪ relationship building	Create, rehearse and perform dance using group work practices, including: • collaboration • communication • cooperation • feedback • leadership ▪ accountability ▪ decision-making ▪ relationship building

Strand: Perform

Year 7	Year 8	Year 9	Year 10
Develop and demonstrate competence in technique and skills, including: • alignment • balance • control • coordination in chosen genre/style	Develop and demonstrate competence in technique and skills, including: • alignment • balance • control • coordination in chosen genre/style	Develop, refine and apply technique and skills, and fitness for dance, including: • alignment • balance • control • coordination • endurance – cardiovascular • flexibility • strength in chosen genre/style	Develop, refine and apply technique and skills, and fitness for dance, including: • alignment • balance • control • coordination • endurance – cardiovascular and muscular • flexibility • strength in chosen genre/style
Use safe and healthy dance practices in class, appropriate to genre/style, including: • attire • dance space/environment • hydration • personal responsibilities • warm up – sweat and stretch • cool down	Use safe and healthy dance practices in class, appropriate to genre/style, including: • attire • dance space/environment • hydration • personal responsibilities • warm up – sweat and stretch • cool down	Apply safe and healthy dance practices in class, rehearsals and performance, appropriate to genre/style, including: • attire • dance space/environment • hydration • personal responsibilities • rehearsal practices • warm up – sweat, stretch, strength • cool down • rehearsal practices	Apply safe and healthy dance practices in class, rehearsals and performance, appropriate to genre/style, including: • dance space/environment • personal responsibilities • warm up – sweat, stretch, strength, simulation • cool down • rehearsal practices • alignment • injury prevention and treatment • performance protocols

Year 7	Year 8	Year 9	Year 10
Use strategies that develop retention of movement/choreography in chosen genre/style	Use strategies that develop retention of movement/choreography in chosen genre/style	Engage in practical and reflective rehearsal strategies to enhance performance, including: • clarity of movement • group synergy • intent of the work • retention of movement/choreography	Engage in practical and reflective teacher and student-led rehearsal strategies to enhance performance, including: • clarity of movement • group synergy • intent of the work • retention of movement/choreography • documenting and reviewing changes made • goal setting • time management
Demonstrate performance qualities to communicate meaning to an audience and appropriate to the dance genre/style, including: • expression • focus • musicality	Demonstrate performance qualities to communicate meaning to an audience and appropriate to the dance genre/style, including: • expression • focus • musicality	Perform dance portraying an intent to an audience, genre/style-specific technique and appropriate performance qualities, including: • expression • focus • musicality • projection	Perform dance portraying intent to an audience, genre/style-specific technique and appropriate performance qualities, including: • expression • focus • musicality • projection • confidence
Reflect on own choreographic process, using dance terminology and given framework/s, including:	Reflect on the performance of others using dance terminology and given framework/s, including:	Reflect on the process and performance of own and others'	Reflect on and evaluate the process and performance of own and others'

Year 7	Year 8	Year 9	Year 10
• elements of dance • performance qualities • technical skills of genre/style	• elements of dance • performance qualities • technique of genre/style • design concepts	work using dance terminology and given framework/s, including: • elements of dance • performance qualities • technique of genre/style • design concepts • choreographic devices • structure	work using dance terminology and given framework/s, including: • elements of dance • choreographic devices • structure • technique of genre/style • performance qualities • design concepts