



Western Australian Curriculum

The Arts | Dance

Scope and sequence | 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 **examples** illustrate the content and are **not mandated**.

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 For example: • movements that imitate the way people and objects move	Use improvisation to generate movement using stimuli For example: • practise spontaneous movement to music	Use improvisation to generate movement that communicates an idea For example: • movements in response to stories or poetry	Use improvisation to generate movements that express an idea or theme For example: • use pictures, sounds or words to prompt movement	Use improvisation to generate movements that express an idea, theme or story For example: • use different emotions to prompt movement	Use improvisation to generate movements that communicate an idea, theme or story For example: • explore the same sequence to contrasting music	Use improvisation to generate movements that communicate an idea, theme or story For example: • reorder movement of a sequence • use a text/poem to prompt movement
View and share feelings in response to celebrations and ceremonial events where people dance For example:	View and share thoughts and feelings in response to different types of dance For example: • Aboriginal and Torres Strait	Identify reasons why people dance For example: • Aboriginal and Torres Strait Islander peoples' dance and how	Identify the function of dance from different times For example: • features and function of musical theatre	Describe the function of dance in different cultures For example: • Chinese Dragon dance • dances that observe seasonal	Describe the features of dance in different cultures For example: • music, costumes and storytelling in Aboriginal and Torres Strait	Describe the factors that influence dance in particular cultures or times For example: • why social dance/folk dance was used

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
dances and music used during celebrations	Islander peoples' dance African tribal dance	it's used to tell stories dance at social gatherings	the tarantella and its function	festivals such as the maypole dance in European tradition	Islander peoples' dance Indian classical dance	what influenced Australian bush dance

Strand: Create

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use one element of dance: body For example: • whole body movement/one body part movement	Use two elements of dance: body and space For example: • individual movement of body parts • levels – high, medium and low	Use three elements of dance: body, space and time For example: • awareness of body in relation to other objects • size of movement • fast/slow movement	Use the four elements of dance: body, dynamics, space and time For example: • alter the force used in movement (sharp–soft) • curved/angular shapes • manipulate body parts to create different lines in space (zigzag, curved) • duration of movement	Use the elements of dance For example: • symmetrical/asymmetrical shapes • controlling/collapsed movement • experiment with pathways within personal space (around the body) and general space (around the room) • musical cues	Combine the elements of dance For example: • initiation of movement – elbow/foot • weight of movement – heavy/light • relationships – alone/connected • regular/irregular rhythms	Combine the elements of dance For example: • body bases – feet, knees, hands • attack of movement – sharp/smooth • vary force within a sequence (push, press, flick) • accents in music
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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 For example: • walk, run, hop, gallop • bend, twist, stretch	Use locomotor and non-locomotor movement to develop: • coordination For example: • jump, skip, crawl • turn, grow, melt	Use locomotor and non-locomotor movement to develop: • coordination For example: • side gallop, march, slide • sway, swing	Use combinations of fundamental movement skills to develop: • coordination • balance For example: • step with hop • wiggle and melt • turn with jump	Use combinations of fundamental movement skills to develop: • coordination • balance • control For example: • step, turn, jump and balance	Use combinations of complex fundamental movement skills to develop: • coordination • balance • control • body awareness For example: • side gallop, with arm circles • dance in front of a mirror to assist body awareness	Use combinations of complex fundamental movement skills to develop: • coordination • balance • control • body awareness For example: • forward gallop, step, leap with arms going up in the air during the leap
Use safe and healthy dance practices in class, including: • spatial awareness • warm up and cool down For example:	Use safe and healthy dance practices in class, including: • spatial awareness • warm up and cool down For example:	Use safe and healthy dance practices in class, including: • spatial awareness • warm up and cool down For example:	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	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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• moving safely without bumping into others	• staying within boundaries when moving	• remember positions and pathways during dance transitions • following instructions of when to move	For example: • adjusting size of movements to suit the dance space • waiting for the cue to begin dancing	• attire For example: • closed in shoes and clothing that allows for easy movement • being aware of hazards in the dance space • synchronise movement with others when using props	• attire • personal responsibilities For example: • being mindful of their proximity to others when moving in unison or creating group formations • replicating safe stretching	• attire • personal responsibilities • hydration For example: • being accountable for transitioning formations safely • performing dance movement with an awareness of own body capabilities
Use strategies to remember and replicate movement For example: • guided repetition of movement • use visual images as cues to assist memory of movement	Use strategies to remember, replicate and demonstrate movement sequences For example: • use auditory cues to assist memory of movement	Use strategies to remember, replicate and perform simple dance sequences For example: • guided review of movements that need refinement • saying the name of the steps	Use strategies to improve performance and recall of dance sequences For example: • counting aloud the timing of the steps while doing them	Use strategies to improve performance and recall of dance sequences For example: • work with a small group to review dance moves that need refinement	Use strategies to improve performance and retention of choreography For example: • giving and receiving feedback on their dance	Develop strategies to improve performance and retention of choreography For example: • repetition of movement to improve muscle memory

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• use word cues related to the movement sequence	• I do, we do, you do, with the teacher showing the sequence first, doing it together as a class and then the students do the sequence without the teacher • use visual images to represent the sequence and review verbally as a class	aloud while doing them • movement based cues, such as the rhythm and feeling of the movement	• repeat small sections of the dance to refine movement • mark sequences slowly (go through a repetition without 100 per cent effort)	• consider teacher feedback and make changes to their dance • watch videos of the dance and then copy	• review video of own performance to improve technique • write down sections of the choreography to review	• use feedback given from peers to improve dance • practise in small groups
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	Use performance skills when performing dance to an audience, including: • acknowledging audience through gaze • beginning and ending	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

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		communicating a clear beginning and ending	performance on cue keeping in time with the music			
Respond to dances they make For example: sharing likes and dislikes	Respond to dances they make and view For example: sharing thoughts and opinions	Respond to dances they make and view using basic dance terminology For example: - the locomotor or non-locomotor moves - the use of levels – high, medium, low	Identify and respond to how the elements of dance in own or others' performances are demonstrated, using basic dance terminology For example: - the types of shapes that the dancers used - the formations used	Identify and respond to how the elements of dance in own or others' performances are demonstrated, using basic dance terminology For example: - the pathways used by the dancers - fast/slow movement	Reflect on own or others' performance using dance terminology to review elements of dance and design concepts For example: - how the sound/music helped to communicate a story - whether the moves were large or small - how the colour and style of costumes support the theme or style of dance	Reflect on own or others' choreography using dance terminology to review the elements of dance and design concepts For example: - how the use of props aided the idea/story of the dance - how the choreographic devices used in a dance - how they used a group shape to symbolise an object or concept in their dance

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 to 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 For example: • traditional and contemporary dance, such as symbolic movement, paint up • storytelling, ceremony, celebration, connection to Country	Explore the similarities and differences in dance genres/styles and eras of dance For example: • a genre/style of dance that has developed through different eras, such as hip hop • genres/styles that were popular in different eras, such as Charleston, disco, K-Pop	Investigate the evolution of dance in chosen genre/style(s) in relation to historical context For example: • how one or more genres/styles of dance have evolved, such as cheer, contemporary, tap	Investigate the influence of social, cultural and historical contexts on dance For example: • Aboriginal and Torres Strait Islander peoples' dance • chosen genre/style

Year 7	Year 8	Year 9	Year 10
• how a dance reflects concepts such as culture, place, time			

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

Year 7	Year 8	Year 9	Year 10
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 • lighting • props	Use design concepts to enhance performance, including: • costume • music/sound • 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

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