**Western Australian Curriculum**

The Arts | Dance

ABLE*WA* Stages A–D

**Content Descriptions, Elaborations and Achievement Standards**

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**Stage A | Content descriptions**

|  |  |
| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Experience dance, safe [movement](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/dance2/arts-overview/glossary/movement2) possibilities and move their [body](https://k10outline.scsa.wa.edu.au/home/teaching/curriculum-browser/the-arts/dance2/arts-overview/glossary/body) parts intentionally in response to stimulus [(VCADAE001)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-a/vcadae001) | * co-actively moving to music
* experiencing sensory elements of dance and reacting to stimuli, for example the movement of a dancer, or clothing worn, or music
* experiencing dance sequences which explore the elements of space, time, dynamics and relationships through movement, for example, levels, tempo and dynamics
 |
| **Dance practices** | **Elaborations** |
| Show general awareness of [body](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/body) position and own [body](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/body) when being moved by others during fundamental [movement](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/movement2) and dance sequences [(VCADAD002)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-a/vcadad002) | * reacting to movements or actions during dance experiences
* responding to a range of fundamental movements to music, for example, bending, stretching, twisting, turning (non-locomotor), crawling, moving up and down (locomotor)
* practising fundamental movements with support to begin to develop technical skills of body control, posture, strength, balance and coordination
 |
| **Present and perform** | **Elaborations** |
| Be involved in making and sharing dance that communicates ideas [(VCADAP003)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-a/vcadap003) | * viewing own performance and reacting to elements
* performing as part of a dance group, to classmates, teachers and parents
* reacting to the audience, for example, change in expression when they hear or see known adults
* experiencing the presenting of their dance in a digital format
 |
| **Respond and interpret** | **Elaborations** |
| React to dance [(VCADAR004)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-a/vcadar004) | * experience dance in their lives and as part of the school and local community, for example, experiencing dance which communicates cultural knowledge
* exposed to dance that show that people have different feelings, experiences and ways of dancing
* reacting to a specific element within a dance, for example, movements the dancers perform, what they are wearing, the kind of music they are dancing to
 |

**Stage A | Achievement standard**

By the end of Stage A, students participate in dance activities. They move [body](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/body) parts safely and react to aspects of dance they make, perform and view.

**Stage B | Content descriptions**

|  |  |
| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Move [body](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/body) parts and experience safe [movement](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/movement2) possibilities when learning fundamental dance movements [(VCADAE005)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-b/vcadae005) | * exploring personal control of the body through movement and stillness
* playing and experimenting with different movements and sequences
* experiencing fundamental movements safely while copying dance ideas, for example, falling like an autumn leaf, floating like a cloud, gliding like a bird
* responding to a stimulus, such as imagery and music
 |
| **Dance practices** | **Elaborations** |
| Explore ways of moving in response to stimulus [(VCADAD006)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-b/vcadad006) | * attempting to imitate familiar actions when dancing to a favourite song or piece of music
* learning and practising a range of fundamental movements to music, for example, walking (locomotor), bending and stretching (non-locomotor)
* learning and practising fundamental movements to develop balance and coordination
 |
| **Present and perform** | **Elaborations** |
| Share dance to communicate a given idea [(VCADAP007)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-b/vcadap007) | * dancing to a favourite piece of music or song
* performing simple dances as a group, to classmates, teachers and parents
* expressing ideas to an audience through movement, for example, moving like a giant, floating like a leaf
* experiencing their dance being shared and presented in a digital format
 |
| **Respond and interpret** | **Elaborations** |
| Respond to own and others’ dance [(VCADAR008)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-b/vcadar008) | * experiencing, reacting and responding to dance, which present different places and reasons why people dance
* experience dance in their lives and communities, for example, being part of school and community events
* responding to dances they make and view, for example, what they like/dislike, how the dance made them feel
 |

**Stage B | Achievement standard**

By the end of Stage B, students follow safe [practice](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/practices) when moving [body](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/body) parts and performing dance sequences.

Students communicate responses to dances they make, perform and view.

**Stage C | Content descriptions**

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| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Explore dance ideas that use safe fundamental [movement](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/movement2) patterns [(VCADAE009)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-c/vcadae009) | * create and make their own dance in response to a stimuli, for example, music, image or dance
* exploring fundamental movements to improvise dance ideas, for example, rolling like a log, falling like an autumn leaf, floating like a cloud, gliding like a bird
* exploring the elements of space, time, dynamics and relationships through movement, for example, changing levels, tempo and dynamics when prompted by the teacher
* viewing and discussing photos or video of dance sequences to explore ideas and movements used
 |
| **Dance practices** | **Elaborations** |
| Explore dance movements to communicate ideas [(VCADAD010)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-c/vcadad010) | * imitating a simple movement sequence as it is modelled by an adult
* responding to words ‘fast’, ‘slow, ‘high’, ‘low’ etc. while practising movements
* practising and responding to a range of fundamental movements to music, for example, walking, running, marching, crawling (locomotor); bending, stretching, twisting, turning (non-locomotor)
* practising fundamental movements to develop technical skills of body control, balance and coordination
 |
| **Present and perform** | **Elaborations** |
| Perform [movement](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/movement2) sequences to express ideas, feelings and/or observations [(VCADAP011)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-c/vcadap011) | * sharing performance with others and looking for a response
* expressing ideas to an audience through movement and beginning to communicate the feeling, idea, concept of their dance
* presenting a learned sequence of movements as part of a group, to classmates, teachers and parents
* viewing and exploring the movements in dances with representatives of the Aboriginal and Torres Strait Islander community, for example, imitating movements that represent animals from their region
 |
| **Respond and interpret** | **Elaborations** |
| Respond to own and others’ dance and explore where and why people dance [(VCADAR012)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-c/vcadar012) | * responding to various dances and indicating what they liked/ disliked about the piece
* participating as part of an audience and developing their ability to watch and respond with audience behaviours
* identifying where they have experienced dance in their lives and exploring its purpose, for example, how dance communicates cultural knowledge, what the dance is about, how it makes people feel
* exploring and responding to dances they make and view, for example, how the dance made them feel
* providing opportunities for students to explore – ‘What sort of movements are the dancers performing?’ ‘What are they wearing?’
 |

**Stage C | Achievement standard**

By the end of Stage C, students follow safe dance [practice](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/practices) to make and share dance sequences and [movement](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/movement2) patterns.

Students communicate ideas and feelings about aspects of their own and others’ dance.

**Stage D | Content descriptions**

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| --- | --- |
| **Explore and represent ideas** | **Elaborations** |
| Develop safe fundamental movements and [technical skills](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/technical-skills) when exploring dance ideas [(VCADAE013)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-d/vcadae013) | * respond to stimuli through dance, such as moving to music, shared stories or visual media
* using and repeating known movement sequence in their own improvisations
* experimenting with the elements of space, time, dynamics and relationships through movement, for example, considering tempo
 |
| **Dance practices** | **Elaborations** |
| Improvise and [sequence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/sequence) dance movements to communicate moods and feelings [(VCADAD014)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-d/vcadad014) | * dancers changing tempo and rhythm as the music changes
* exploring and practising a range of movement types, for example, light and heavy movements
* practising a range of fundamental movements to music, for example, walking, running, marching, galloping, skipping, crawling (locomotor), bending, stretching, twisting, turning (non-locomotor)
* practising to begin to develop technical skills of body control, balance and coordination and responding to the teacher’s feedback
 |
| **Present and perform** | **Elaborations** |
| Perform dance that communicates ideas, feelings, observations and/or experiences to an [audience](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/audience) [(VCADAP015)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-d/vcadap015) | * creating and presenting a dance for a social purpose
* describing some of the characteristics of their dance, and expressing what features they like best in their own dance
* using expressive skills to engage the audience, for example, looking out to the audience and using facial expressions
* viewing and presenting their dance in a digital format
 |
| **Respond and interpret** | **Elaborations** |
| Respond to dance and describe some of the characteristics they observe [(VCADAR016)](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/codes/the-arts/dance/ablewa-stage-d/vcadar016) | * discussing basic features, such as what is the dance about, its costumes, movements
* identifying where they have experienced dance in their lives, for example, community, social events, and what these dances are about
* identifying, in dance, the different feelings about the world and other people’s ideas, and explore how each dance can be different
 |

**Stage D | Achievement standard**

By the end of Stage D, students make and share a simple dance [sequence](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/sequence) and demonstrate safe dance [practice](https://k10outline.scsa.wa.edu.au/home/p-10-curriculum/curriculum-browser/the-arts/dance2/arts-overview/glossary/practices).

Students provide a simple explanation about the features and purpose of their own dance.