

# Year 1 Syllabus

The syllabus is based on the requirement that all students will study at least two of the five Arts subjects from Pre-primary to Year 8. It is a requirement that students study a performance subject and a visual subject.

## Year Level Description

In Year 1, learning in Dance builds on the dispositions developed in the early years.

Students use their natural curiosity to explore improvised movement responding to a variety of stimuli. Students continue to develop control and coordination of locomotor and non-locomotor movements and begin to experiment with three of the elements of dance ( body, space and time ) to create simple dance sequences in a supportive, safe environment.

They have the opportunity to perform dance expressing ideas through movement to an audience. As an audience, students make simple observations of dances they view and make, exploring what they like and why.

Students discover different types of dance and when these are performed.

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## Making

### IDEAS


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Exploration and improvisation of movement ideas to create simple dance sequences ([ACADAM001](#))

 Numeracy

## Responding

Audience behaviour (being attentive, responding appropriately) to dance ([ACADAR004](#))

 Personal and social capability

 Intercultural understanding

## Critical and creative thinking

### SKILLS

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Exploration of, and experimentation with, three (3) elements of dance

- **Body:**
  - **body** awareness (awareness of **body** in space in relation to objects)
  - **body** zones (whole **body** movements, moving different parts of the **body**)
  - **body** bases (feet, knees)
- **Space:**
  - levels (medium, low)
  - direction (forward, backward)
  - personal space and general space
  - dimensions (big, small)
  - shape (straight, curved, angular)
- **Time:**
  - tempo (fast, slow)

Different types of dance and when these dances are used

([ACADAR004](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Personal responses, expressing ideas and feelings about dances they view and make ([ACADAR004](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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to create dance sequences

([ACADAM001](#))

 Numeracy

 Critical and creative thinking

Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop body control, coordination and strength ([ACADAM002](#))

 Numeracy

 Critical and creative thinking

Safe dance practices, including respecting others in the dance space ([ACADAM002](#))

 Personal and social capability

## PERFORMANCE

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Performance of planned and improvised dance sequences that express feelings, ideas and experiences to an audience ([ACADAM003](#))

 Critical and creative thinking

 Personal and social capability

Performance skills (facing and looking out into the audience) when presenting dance ([ACADAM003](#))

 Personal and social capability

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## Achievement standard

At Standard, students respond to different stimuli to explore some familiar and imaginative movement ideas to create short dance sequences by connecting body shapes, body actions, levels and directions in space. They demonstrate locomotor and non-locomotor movements showing body awareness and some control of the whole body and varied body parts in space. Students perform improvised and rehearsed dance sequences, sometimes acknowledging the audience.

Students respond briefly to how key moments in their own and others' dance sequences made them feel. They identify different types of dance in their own lives and communities, and when they are performed.

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