

## Year 5 Syllabus learning area contacts:

 **Pre-primary to Year 6** : +61 8 9273 6745 |

[Nicole.Edwards@scsa.wa.edu.au](mailto:Nicole.Edwards@scsa.wa.edu.au) 

 **Year 7 to Year 10** : | 

# Year 5 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 5, students continue to integrate the elements of dance ( body, energy, space and time ) and use the choreographic devices of repetition, contrast and unison to create dance that communicates an idea/theme.

There is a continued focus on safe dance practices as students are introduced to increasingly complex fundamental movement skills that develop body awareness, coordination, control, balance, strength and accuracy.

Students work collaboratively throughout the rehearsal process in preparation for dance performance.

In making and responding to dance, students consider the elements of dance ( body, energy, space and time ) and choreographic devices, and make observations of their use in dance. They have the opportunity to investigate the characteristics of dance from different cultures.

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**Making**

**Responding**

## IDEAS

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Exploration, improvisation, selection and combination of movements to choreograph dance based on an idea/theme ([ACADAM009](#))

 Numeracy

 Critical and creative thinking

## SKILLS

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Integration of the four (4) elements of dance (BEST)

- **Body:**
  - **body** parts (gestures)
  - **body** actions (arm and leg gestures that lead toward, away from and around)
  - **body** zones (front, back, sideways, cross-lateral)
  - **body** bases (feet, knees, hands, buttocks)
- Energy:
  - controlling and combining different **movement qualities** (sharp to soft, floppy to stiff,

The characteristics of dance in different cultures ([ACADAR012](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Responses that explain how the elements of dance and choreographic devices are used to communicate meaning in dance, using dance terminology ([ACADAR012](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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smooth to jagged)

- force (strong to gentle)
- weight (heavy, light)
- Space:
  - levels (medium, low, high, moving between levels)
  - direction (forward, backward, diagonal, circular)
  - group formations (small or large groups of dancers in lines, circles, diagonals, clusters, squares) throughout the space
  - personal space and general space
  - positive and negative space
  - dimensions (big, small, narrow, wide)
  - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry, angular to curved)

- pathways (in the air with the

arms, under, over, on the floor)

- Time:
  - tempo (fast, slow, slowing down, speeding up)
  - rhythm (regular, irregular)
  - stillness (pausing, freezing, holding a shape then continuing dance sequence)
  - duration (long and short movements)
  - acceleration/deceleration

to choreograph dance  
([ACADAM009](#))

 Numeracy

 Critical and creative thinking

Use of the choreographic devices of repetition, contrast and unison when choreographing group dance  
([ACADAM009](#))

 Literacy

 Numeracy

 Critical and creative thinking


 Personal and social capability

Combinations of increasingly complex fundamental movement skills incorporating directional changes that develop body awareness, coordination, control, balance, strength and accuracy  
([ACADAM010](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

Safe dance practices, including knowing their own body capabilities when participating in dance lessons or rehearsals  
([ACADAM010](#))

 Personal and social capability

## PERFORMANCE

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Rehearsal processes (giving and receiving feedback and working together) to improve dance performance ([ACADAM011](#))

 Literacy

 Numeracy

 Critical and creative thinking

 Personal and social capability

Performance skills (including using facial expressions, and focus) and acknowledging the audience when presenting dance ([ACADAM011](#))

🧑‍🤝‍🧑 Personal and social capability

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## Achievement standard

At Standard, students explore, improvise, select and combine, in familiar ways, the elements of dance (BEST) and use choreographic devices (repetition, contrast and/or unison) to structure dance to communicate an idea/theme. They demonstrate some control and coordination of combinations of fundamental movement skills in dance sequences incorporating spatial changes. Students demonstrate, on occasion, performance skills of focus, appropriate facial expression and audience acknowledgement when performing dance.

Students outline, using dance terminology, how the elements of dance (BEST) and specified choreographic devices are used in their own and others' dance to communicate an idea/theme. They outline the characteristics of dance from diverse cultures.

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