

# Year 6 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 6, students continue to choreograph dance, exploring character and mood, using and integrating a selection of the elements of dance ( body, energy, space and time ) and choreographic devices.

There is a continued focus on safe dance practices as students use increasingly complex combinations of fundamental movement skills that further develop their body awareness, coordination, control, balance, strength, accuracy and clarity of movement.

Students continue to use rehearsal processes to improve their dance performance. They are given opportunities to present dance using performance skills.

In making and responding to dance, students consider the elements of dance ( body, energy, space and time ), choreographic devices and design concepts, and provide explanations of their use in dance. They also consider factors that have influenced dance in particular cultures and times.

---

## Making

### IDEAS

---

Exploration, improvisation and experimentation of movement

## Responding

Factors that influence dance in particular cultures, times and contexts ([ACADAR012](#))

ideas to choreograph dance that explores character/mood and communicates meaning  
([ACADAM009](#))

 Numeracy

 Critical and creative thinking


## SKILLS


---

Selection and 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 own)
  - 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, smooth to jagged)
  - force (strong to gentle)

 Literacy


 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

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

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

---

- weight (heavy, light)
- flow (connection of movements, tight and contained or freely moving)
- Space:
  - levels (medium, low, high, moving between levels)
  - direction (forward and 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, centre, off-centre,

complementary, contrasting)

- 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
  - accent (emphasis placed on a movement)

to choreograph dance


([ACADAM009](#))

 Numeracy

 Critical and creative thinking


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

 Numeracy

 Critical and creative thinking

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

 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

---

Rehearsal processes (applying feedback) to improve dance performance ([ACADAM011](#))

 Critical and creative thinking

 Personal and social capability

Performance skills (including using

focus, clarity of movement and facial expressions) to reflect character/mood and acknowledging the audience when presenting dance ([ACADAM011](#))

 Personal and social capability

---

## Achievement standard

At Standard, students use improvisation skills, and sometimes experiment with movement choices drawn from stimuli, to choreograph dance that explores character/mood and communicates some meaning. They combine the elements of dance (BEST) in familiar ways, and use choreographic devices (repetition, contrast, unison and/or canon) when structuring dance. Students demonstrate some control and precision of combinations of a range of fundamental movement skills. They demonstrate, on occasion, performance skills of focus and clarity of movement and use some appropriate facial expression to reflect character/mood. Students perform dance generally acknowledging the audience.

Students outline, using dance terminology, how the elements of dance (BEST), specified choreographic devices and design concepts are used in their own and others' dance to reflect character/mood. They outline some factors that influence dance in particular cultures, times and/or contexts.

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 6, students continue to choreograph dance, exploring character and mood, using and integrating a selection of the elements of dance ( body, energy, space and time ) and choreographic devices.

There is a continued focus on safe dance practices as students use increasingly complex combinations of fundamental movement skills that further develop their body awareness, coordination, control, balance, strength, accuracy and clarity of movement.

Students continue to use rehearsal processes to improve their dance performance. They are given opportunities to present dance using performance skills.

In making and responding to dance, students consider the elements of dance ( body, energy, space and time ), choreographic devices and design concepts, and provide explanations of their use in dance. They also consider factors that have influenced dance in particular cultures and times.