

# Year 2 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 6. It is a requirement that students study a performance subject and a visual subject.

## Year Level Description

In Year 2, learning in Dance builds on the dispositions developed in the early years.

Students continue to explore and improvise with movement ideas to create dance with a beginning and ending. They further explore and experiment with the elements of dance ( body, space and time ). They continue to build on their fundamental movement skills to develop control, posture, strength, balance and coordination.

Students begin to develop performance skills when presenting dance. As an audience, they make observations about the use of the elements of dance ( body, space and time ) in their own and others' dance. They have an opportunity to explore the reasons why people dance.

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## Making

### IDEAS

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Exploration, improvisation and organisation of movement ideas to create a dance, demonstrating a beginning and ending

([ACADAM001](#))

 Numeracy

## Responding

Audience behaviour (being attentive, responding appropriately) when students view different dance styles ([ACADAR004](#))

 Personal and social capability

 Intercultural understanding

Reasons why people dance

## 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, high)
  - direction (forward, backward)
  - personal space and general space
  - dimensions (big, small)
  - shape (straight, curved, angular, twisted, closed, circular, symmetry to asymmetry)
  - **pathways** (in the air with the

## [\(ACADAR004\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Personal responses to the elements of body, space and time in dances they view and make  
[\(ACADAR004\)](#)

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

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arms, under, over)

- Time:
  - tempo (fast, slow, slowing down, speeding up)

to create dance ([ACADAM001](#))

 Numeracy

 Critical and creative thinking

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

 Numeracy

 Critical and creative thinking

Safe dance practices, including being aware of the dance space boundaries when involved in dance lessons or rehearsals ([ACADAM002](#))

 Critical and creative thinking


## PERFORMANCE

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Performance of dance to an audience that communicates an

idea demonstrating a beginning and ending ([ACADAM003](#))

 Critical and creative thinking

 Personal and social capability

Performance skills (holding starting and ending positions) and acknowledging the audience when presenting dance ([ACADAM003](#))

 Personal and social capability

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## Achievement standard

At Standard, students explore familiar and some imaginative movement ideas and use the elements of dance (body, space and time) to create dance sequences that have a distinct beginning and ending. They demonstrate locomotor and non-locomotor movements showing body awareness and some control of the whole body, varied body parts and bases in dance sequences. Students perform rehearsed dances to an audience, using some appropriate performance skills.

Students outline, using some dance terminology, how body, space and time are used to create key moments in their own and others' dance sequences. They identify some suitable reasons why people dance in daily life.

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