

# Year 3 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 3, students extend their exploration and improvisation skills to create dance that tells a story. They are introduced to the fourth element of dance: energy and continue to experiment with and select body, space and time to organise dance sequences.

Students continue to develop body awareness, coordination, control, and balance through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices.

Students experience performing dance and, as an audience, learn to respect the dance of others.

As students make and respond to dance, they consider how the elements of dance ( body, energy, space and time ) are used in their own and others' dance. They explore the purpose of dance from different times.

---

## Making

### IDEAS

---


Exploration, improvisation and selection of movement ideas to create a dance that has a narrative structure ([ACADAM005](#))

## Responding

Appropriate responses to, and respect for, dance of others as performers and audience members ([ACADAR008](#))

 Personal and social capability

 Numeracy


 Critical and creative thinking

## SKILLS

---

Exploration of, and experimentation with, four (4) elements of dance (BEST)

- Body:
  - body parts (gestures)
  - body zones (front, back, sideways)
  - body bases (feet, knees, hands)
- Energy:
  - controlling and combining different movement qualities (sharp to soft, floppy to stiff)
- Space:
  - levels (medium, low, high)
  - direction (forward, backward, diagonal)
  - personal space and general space
  - dimensions (big, small,

 Intercultural understanding

Purpose of dance from different times ([ACADAR008](#))

 Literacy

 Critical and creative thinking


 Personal and social capability

 Intercultural understanding

Responses that involve identifying and reflecting on the use of the elements of dance, in their dance and the dance of others', using dance terminology ([ACADAR008](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

---

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)

to create dance ([ACADAM005](#))


 Numeracy

 Critical and creative thinking

Combinations of fundamental movement skills that develop body awareness, coordination, control and balance ([ACADAM006](#))

 Numeracy

 Critical and creative thinking

 Personal and social capability

Safe dance practices, including following warming-up and cooling down procedures ([ACADAM006](#))

 Personal and social capability

## PERFORMANCE

---

Rehearsal processes (including practising) to improve dance performance ([ACADAM007](#))

 Critical and creative thinking

 Personal and social capability

Performance skills (entering and leaving the performance space on cue) and acknowledging the audience when presenting dance ([ACADAM007](#))

 Personal and social capability

---

## Achievement standard

At Standard, students explore and select familiar and, on occasion, new movements and combine the elements of dance ( body, energy, space, time ) with some purpose to create dances using a narrative structure. They demonstrate some control of simple combinations of fundamental movement skills. Students use performance skills that are related to the narrative of the dance and acknowledge the audience throughout most of the performance.

Students outline, using some dance terminology, how the elements of dance (BEST) are used in their own and others' dance. They identify some purposes of dance from different times.

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 3, students extend their exploration and improvisation skills to create dance that tells a story. They are introduced to the fourth element of dance: energy and continue to experiment with and select body, space and time to organise dance sequences.

Students continue to develop body awareness, coordination, control, and balance through simple combinations of fundamental movement skills. They work individually and collaboratively to create and rehearse sequences and consider safe dance practices.

Students experience performing dance and, as an audience, learn to respect the dance of others.

As students make and respond to dance, they consider how the elements of dance ( body, energy, space and time ) are used in their own and others' dance. They explore the purpose of dance from different times.