

Year 4 Syllabus learning area contacts:

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

Nicole.Edwards@scsa.wa.edu.au 

 **Year 7 to Year 10** : | 

Year 4 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 4, students select and combine the elements of dance (body, energy, space and time) to create dance sequences that express an idea or message. They begin to use choreographic devices of repetition and contrast.

There is a continued focus on safe dance practices, as students demonstrate combinations of fundamental movement skills that build on developing body awareness, coordination, control, balance and strength.

Students are given opportunities to practice their performance skills in front of an audience.

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

Making

Responding

IDEAS

Exploration, improvisation, selection and combination of movements to create dance that expresses an idea or message ([ACADAM005](#))

 Numeracy

 Critical and creative thinking

SKILLS

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

- **Body:**
 - **body** parts (gestures)
 - **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)

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


 Personal and social capability

 Intercultural understanding

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

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

Responses that involve identifying and reflecting on how the elements of dance in their own and others' dance are used to communicate meaning, using dance terminology ([ACADAR008](#))

 Literacy

 Critical and creative thinking

 Personal and social capability

 Intercultural understanding

- Space:
 - levels (medium, low, high, moving between levels)
 - direction (forward, backward, diagonal, circular)
 - 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)

to create dance ([ACADAM005](#))

 Numeracy

 Critical and creative thinking

Use of the choreographic devices of repetition and contrast when organising dance sequences ([ACADAM005](#))

 Numeracy

 Critical and creative thinking

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

 Literacy

 Critical and creative thinking

 Personal and social capability

Safe dance practice of body protection strategies including hydration, appropriate clothing and footwear when participating in a dance lesson ([ACADAM006](#))

 Personal and social capability

PERFORMANCE

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

 Critical and creative thinking

 Personal and social capability

Performance skills (using facial expressions) and acknowledging audience when presenting dance ([ACADAM007](#))

 Personal and social capability

Achievement standard

At Standard, students explore, select and combine mostly familiar movements to express an idea or message in dances they choreograph. They use the elements of dance (BEST) and choreographic devices (repetition and contrast) to create variation when structuring dances. Students demonstrate some control and coordination of combinations of fundamental movement skills in dance sequences. They demonstrate, on occasion, performance skills using some appropriate facial expression and audience acknowledgement when performing dance.

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

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 4, students select and combine the elements of dance (body, energy, space and time) to create dance sequences that express an idea or message. They begin to use choreographic devices of repetition and contrast.

There is a continued focus on safe dance practices, as students demonstrate combinations of fundamental movement skills that build on developing body awareness, coordination, control, balance and strength.

Students are given opportunities to practice their performance skills in front of an audience.

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