

YR	DANCE
PP	<p><b>Making – Ideas</b>                      Use of stimuli to explore movement ideas to create simple dance sequences (<a href="#">ACADAM001</a>)</p> <p><b>Skills</b>                      Exploration of, and experimentation with, two (2) elements of dance (body/space) to create dance sequences (<a href="#">ACADAM001</a>)                      Safe dance practices, including being aware of personal space (<a href="#">ACADAM002</a>)</p> <p><b>Performance</b>                      Performance of improvised movements that communicate ideas to an audience (<a href="#">ACADAM003</a>)                      Performance skills (facing the audience) when presenting dance (<a href="#">ACADAM003</a>)</p> <p><b>Responding</b>                      Personal responses to dances they view and make (<a href="#">ACADAR004</a>)</p>
1	<p><b>Making – Ideas</b>                      Exploration and improvisation of movement ideas to create simple dance sequences (<a href="#">ACADAM001</a>)</p> <p><b>Skills</b>                      Exploration of, and experimentation with, two (2) elements of dance (body/space) to create dance sequences (<a href="#">ACADAM001</a>)                      Locomotor (walking, skipping, running) and non-locomotor-movements (twisting, bending, turning, swaying) to develop body control and coordination (<a href="#">ACADAM002</a>)                      Safe dance practices, including being aware of personal space (<a href="#">ACADAM002</a>)</p> <p><b>Performance</b>                      Performance of planned and improvised dance sequences that express feelings, ideas and experiences to an audience (<a href="#">ACADAM003</a>)                      Performance skills (facing and looking out into the audience) when presenting dance (<a href="#">ACADAM003</a>)</p> <p><b>Responding</b>                      Personal responses, expressing ideas and feelings about dances they view and make (<a href="#">ACADAR004</a>)</p>
2	<p><b>Making – Ideas</b>                      Exploration, improvisation and organisation of movement ideas to create a dance, demonstrating a beginning and ending (<a href="#">ACADAM001</a>)</p> <p><b>Skills</b>                      Exploration of, and experimentation with, three (3) elements of dance (body/space/time) to create dance (<a href="#">ACADAM001</a>)                      Locomotor (walking, skipping, running) and non-locomotor (twisting, bending, turning, swaying) movements to develop control, posture, strength, balance and coordination (<a href="#">ACADAM002</a>)                      Safe dance practices, including being aware of the dance space boundaries when involved in dance lessons or rehearsals (<a href="#">ACADAM002</a>)</p> <p><b>Performance</b>                      Performance of dance to an audience that communicates an idea demonstrating a beginning and ending (<a href="#">ACADAM003</a>)                      Performance skills (holding starting and ending positions) and acknowledging the audience when presenting dance (<a href="#">ACADAM003</a>)</p> <p><b>Responding</b>                      Personal responses to the elements of body, space and time in dances they view and make (<a href="#">ACADAR004</a>)</p>

3/4	<p><b>Making – Ideas</b> Exploration, improvisation, selection and combination of movements to create dance that expresses an idea or message (<a href="#">ACADAM005</a>)</p> <p><b>Skills</b> Integration of the four (4) elements of dance (BEST) to create dance (<a href="#">ACADAM005</a>) Use of the choreographic devices of repetition and contrast when organising dance sequences (<a href="#">ACADAM005</a>) Safe dance practice of body protection strategies including hydration, appropriate clothing and footwear when participating in a dance lesson (<a href="#">ACADAM006</a>)</p> <p><b>Performance</b> Rehearsal processes (including practising and applying feedback) to improve dance performance (<a href="#">ACADAM007</a>) Performance skills (using facial expressions) and acknowledging audience when presenting dance (<a href="#">ACADAM007</a>)</p> <p><b>Responding</b> Considered responses to, and respect for, the dance of others as performers and audience members (<a href="#">ACADAR008</a>) 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 (<a href="#">ACADAR008</a>)</p>
5/6	<p><b>Making – Ideas</b> Exploration, improvisation, selection and combination of movements to choreograph dance based on an idea/theme (<a href="#">ACADAM009</a>)</p> <p><b>Skills</b> Integration of the four (4) elements of dance (BEST) to create dance (<a href="#">ACADAM009</a>) Use of the choreographic devices of repetition, contrast and unison when choreographing group dance (<a href="#">ACADAM009</a>) Safe dance practices, including knowing their own body capabilities when participating in dance lessons or rehearsals (<a href="#">ACADAM010</a>)</p> <p><b>Performance</b> Rehearsal processes (giving and receiving feedback and working together) to improve dance performance (<a href="#">ACADAM011</a>) Performance skills (including using facial expressions, and focus) and acknowledging the audience when presenting dance (<a href="#">ACADAM011</a>)</p> <p><b>Responding</b> Responses that explain how the elements of dance and choreographic devices are used to communicate meaning in dance, using dance terminology (<a href="#">ACADAR012</a>)</p>
7/8	<p><b>Making – Choreographic Process</b> Improvisation skills to explore new movement ideas (<a href="#">ACADAM013</a>) Different elements of dance: body, energy, space, time (BEST), explored and combined to develop choreographic intent (<a href="#">ACADAM014</a>) Choreographic devices ( unison, canon, repetition) and choreographic structure ( narrative ) to create dance that communicates meaning (<a href="#">ACADAM016</a>) Group work practices (sharing ideas, problem-solving, giving feedback, listening skills) in dance (<a href="#">ACADAM017</a>)</p> <p><b>Skills</b> Safe dance practice of style-specific techniques (<a href="#">ACADAM015</a>) Warm-up and cool down as part of a dance class (<a href="#">ACADAM015</a>)</p> <p><b>Performance</b> Techniques that focus on developing retention of movement (<a href="#">ACADAM017</a>) Performance skills (expression, projection, focus) demonstrated to an audience and appropriate to the dance genre/style (<a href="#">ACADAM017</a>)</p> <p><b>Responding</b> Reflective processes, using dance terminology, on their own and others' work, and the use in dance works of the elements of dance and design concepts (lighting, music/sound, multimedia, costume, props, sets, staging) (<a href="#">ACADAR018</a>)</p>

9/10	<p><b>Making – Choreographic Process</b>          Improvisation skills to find new movement possibilities for the same idea (<u>ACADAM020</u>)          Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent (<u>ACADAM021</u>)          Choreographic devices ( unison, canon, repetition, abstraction, contrast, motif ) and choreographic structures ( narrative, binary, ternary ) to create group dance that communicates choreographic intent (<u>ACADAM023</u>)          Group work practices (collaborative dance planning, giving and applying critical feedback) in dance (<u>ACADAM024</u>)</p> <p><b>Skills</b>          Safe dance practice of style-specific techniques (<u>ACADAM022</u>)          Importance of warm-up and cool down procedures for dance and rehearsal preparation (<u>ACADAM022</u>)</p> <p><b>Performance</b>          Practical and reflective rehearsal strategies, focusing on movement retention, clarity of movement and choreographer's intention (<u>ACADAM022</u>)          Dance performance opportunities, demonstrating appropriate, expression, projection, focus and musicality (<u>ACADAM024</u>)</p> <p><b>Responding</b>          Reflective writing, using dance terminology, on their own and others' work, evaluating the effectiveness of choices made in dance making (<u>ACADAR025</u>)          Interpretation using dance terminology, of how the <u>elements of dance</u> and <u>design concepts</u> (lighting, music/sound, <u>multimedia</u>, costume, props, sets, staging) contribute to the meaning of a dance work (<u>ACADAR025</u>)</p>
10	<p><b>Making – Choreographic Process</b>          Introduction to structured improvisation to find solutions to simple movement tasks (<u>ACADAM020</u>)          Elements of dance: body, energy, space, time (BEST), selected and manipulated to create dance that communicates choreographic intent (<u>ACADAM021</u>)</p>
11/12	<p><b>Outcome 1 – Dance ideas</b></p> <ul style="list-style-type: none"> <li>- create and interpret dance ideas</li> <li>- explore movement ideas and choreograph dance</li> <li>- present dance ideas in performance.</li> </ul> <p><b>Outcome 2 – Dance as an arts practice</b></p> <ul style="list-style-type: none"> <li>- apply skills and technique appropriate to dance genre and style</li> <li>- apply safe dance practices.</li> </ul> <p><b>Outcome 3 – Responses to dance</b></p> <ul style="list-style-type: none"> <li>- reflect on the process of creating and presenting own dance</li> <li>- evaluate dance using critical frameworks.</li> </ul>