The Arts –
Dance

Victorian Curriculum F–10 Version 2.0

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# Introduction

## Rationale

Dance is a distinct discipline and body of knowledge within the arts. Dance is expressive movement with purpose and form. Early sensory experiences through play and playful dance are fundamental to students’ learning in Dance and to the development of kinaesthetic and discipline knowledge. Through Dance, students explore the elements of dance, skills, techniques and processes. They question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual, cultural and physical communication. For children in the early years, Dance is play and playful movement.

Like all art forms, dance has the capacity to engage, inspire and enrich all students and excite the imagination. Learning in Dance is inclusive and encourages students of all abilities to reach their creative and expressive potential. Dance develops students’ creativity, imagination, aesthetic knowledge, collaborative skills, communication, confidence, curiosity, problem-solving skills and self-expression.

In Dance, students draw on a diverse range of experiences, sources and ideas for creating dances. Students use the elements of dance to explore and practise technical and expressive skills for choreography and presentation to an audience. As they learn in Dance, students develop a movement vocabulary with which to explore and refine ways of moving both individually and collaboratively. They learn to choreograph, present, perform and appreciate as they engage with dance practices and practitioners from their own and others’ cultures and communities.

Dance as an art form enhances students’ knowledge and understanding of diverse cultures, times and places, developing their personal, social and cultural identity. Dance is a central element in the diversity and continuity of local and global cultures, particularly the cultures of Aboriginal and Torres Strait Islander Peoples. Through Dance, students develop an understanding of how Aboriginal and Torres Strait Islander Peoples express connection to and responsibility for Country and Place.

## Aims

The Dance curriculum aims to develop students’:

* capacity as artists and audiences
* play and playful movement
* body awareness and technical and expressive skills to communicate through movement confidently, creatively and intelligently
* choreographic and performance skills and appreciation of their own and others’ dances
* aesthetic, artistic and cultural understandings of dance in past and contemporary contexts, its relationships with other art forms and its contributions to cultures and societies
* respect for and knowledge of the diverse purposes, traditions, histories and cultures of dance by making and responding as active participants and informed audiences
* knowledge of the diversity and significance of dance for Aboriginal and Torres Strait Islander Peoples’ artistry, cultures and communities.

## Structure

The Dance curriculum is presented as one curriculum level at Foundation and then in 2-level bands from Levels 1 to 10.

Dance comprises 4 interrelated strands:

* Exploring
* Developing Practices
* Creating
* Presenting.

### Exploring

In this strand, students learn as artists and audiences. They explore:

* movement and dance ideas, practices and works
* cultures, times, places and other contexts in which dance occurs
* dance works and the ways in which they are presented and performed
* the diversity and significance of storytelling and dance for Aboriginal and Torres Strait Islander Peoples’ cultures and communities
* how dance communicates cultural and aesthetic knowledge, ideas and purposes
* how dance develops understanding of multiple perspectives
* how to reflect and respond to their explorations using the language of movement and terminology associated with dance.

### Developing Practices

In this strand, students develop practices and skills in dance. Initially these practices and skills are achieved through play and imagination. Students:

* learn about and develop their understanding of the elements of dance (body, time, space and energy), movement categories and expressive, technical and performance skills
* learn about and develop skills in choreography as the main creative process for making dance
* learn about the role of music in dance
* shape their dance ideas using processes such as improvising, exploring, reimagining, selecting and structuring movement to communicate their intentions
* develop practices associated with production elements such as costume, props, set, sound, lighting, make-up and technologies
* develop skills to critically observe, reflect, respond, analyse and evaluate their own and others’ practices in dance using the language of movement and terminology relevant to dance
* develop skills in safe, inclusive and sustainable dance practices including appropriate use of the body, performance space, technologies, production elements and inclusion of others.

### Creating

In this strand, students are positioned as artists. As artists, students:

* use the elements of dance, expressive and performance skills, and movement categories to make and create dance works as individuals and in groups
* use choreographic processes to create original, devised dance, or interpretations of others’ dances
* consider and select music and sound
* create dances that may be work in progress or may be rehearsed, refined and realised for presentation, in both formal and informal settings, to an audience
* observe, critically reflect on and respond to their own and others’ creative practice using the language of movement and terminology relevant to dance
* use safe dance practices.

### Presenting

In this strand, students as dancers share work and ideas with audiences in ways that are safe, inclusive and appropriate to the work and its intentions. Presenting includes performance and considers:

* how students plan, select, choreograph and rehearse
* audiences as real or virtual, small or large, peers or invited and intentional audiences
* presenting or performing dances in and for diverse spaces
* use of additional materials and technologies such as the production elements of costume, props, set, sound, music, lighting, make-up and technologies
* the process of reflecting on and documenting their responses to their own and others’ dance works using dance terminology
* use of safe dance practices.

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Dance, students progress along a learning continuum that provides the first achievement standard at Foundation, and then at Levels 2, 4, 6, 8 and 10.

### Content descriptions

In Dance, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Dance

### Elements of dance

Each arts discipline, including dance, has its own elements. Elements are the foundational building blocks of knowledge and skills in dance.

The elements of dance are:

* body
* time
* space
* energy.

The elements of dance work dynamically together to create and communicate ideas and intentions through dance to audiences. Other dance terminology may be included, particularly at Levels 9 and 10, for example elements of dance to align with senior secondary courses.

### Types of dance

In the Dance curriculum, students learn about dance from a range of cultures, times, places and other contexts. They explore, choreograph and perform dances that are drawn from diverse styles and forms that are representative of the 3 main types of dance:

* dance created/choreographed to be performed to an audience (for example, forms of theatrical dance such as ballet, tap and jazz; exhibition dance such as ballroom dance; local dance traditions, storytelling dance, dances that depict traditional practices and folk dance; and dance choreographed for screen-based works such as films or games)
* participatory dance for personal and social purposes not intended for a broader audience (for example, dance for exercise, social dance styles, dance crazes or novelty dances)
* dance performed or participated in for a specific purpose such as spiritual devotion or ceremonial rites (for example, dance in traditional celebrations or festivals or as part of a cultural ceremony such as a wedding).

### Viewpoints

Throughout their Dance learning, students use questions based on viewpoints as an inquiry tool for considering their own and others’ use of ideas and concepts from multiple perspectives. Students can use questions based on viewpoints to:

* structure their reasoning and reflecting
* explore ideas and make decisions
* explore and develop empathy for multiple perspectives
* express and celebrate identities, ideas and meaning
* think deeply about their own dance practices and about dance works they experience that are created by others.

As they create and respond to dances and experiences, students develop questions to explore ideas, perspectives and meaning. They think and make decisions as artists and as audiences. Questions based on viewpoints encourage students to consider a range of perspectives and to think deeply about their own dance and the dances created by others.

### Contexts

The context of a dance work is the frame of reference that allows its meaning to be interpreted. Interpretation of the meaning of a dance work can evolve from the context in which it is created, and the location and time in which the dance is presented or viewed. Contexts can also be the economic, philosophical, historical, social or cultural influences on the practices of the artist, the artist’s intentions, and the intended communication of ideas, values and beliefs.

### Artists

In dance, artists include dancers, choreographers, producers, dance notators and other creative practitioners who work in dance contexts to create dance, tell stories and explore artistic, social, political and cultural themes and ideas through movement.

In dance, artists work individually and collaboratively using historical and contemporary styles and choreographic processes to create dances. Students investigate the practices and dance works of artists working in diverse forms across cultures, times, places and other contexts, including the works of Aboriginal and Torres Strait Islander people.

### Safe dance practice

Safe dance practice encourages and promotes physical health and emotional wellbeing. It includes physical and psychological dimensions and should be applied at all times in Dance learning. Safe dance practice includes warming up and cooling down the body, wearing clothing that enables the body to move freely, awareness of bodies and objects in a dance space, and the creation of safe and collaborative spaces for students to feel included.

### Materials and technologies

Movement is the essential material of dance. Movement begins with the body and body awareness, including the use of body bases, body parts and body zones. The body uses movement vocabulary developed by using the elements of dance to express and give form to feelings and ideas in choreography and performance. Additional materials and technologies can be applied.

In dance, additional materials enable:

* creation of setting(s); for example, using open-ended materials such as recycled materials, lengths of paper, and large and small boxes to create or represent a space
* communication of place; for example, using a length of material to represent a river, or specific set pieces to move around and interact with
* communication of a character within a dance; for example, using a costume item or prop
* symbolism and representation; for example, using coloured fabric or rostra blocks of various heights to enable levels and indicate power and status
* communication of time; for example, using props and costumes to indicate the period of the performance or dance style.

In dance, technologies enable:

* on-screen viewing of live or recorded dance from diverse cultures, times and places to broaden awareness of the possibilities of the art form or to support dance ideas and processes of analysis
* stimulus prior to developing dances using screen-based images, sound or music
* using technologies and online platforms to assist with production and production elements
* reflection on, evaluation of or refinement of work in progress; for example, using video of a rehearsal to consider refinements and next steps in the dance
* use of available devices to support reflection and responding; for example, capturing a gesture or travel sequence and asking students (as audience) to reflect on whether the intended meaning is being communicated
* use of projections (text or still/moving image) to contribute to or juxtapose with live action to enhance the meaning in a dance
* use of lighting (including torches or handheld LED lights)
* use of sound and music, including recorded sound and music, to create and manipulate mood or atmosphere and to support the dancer.

# Curriculum

## Foundation

### Level description

In Foundation, learning in Dance builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences. The curriculum allows for play-based approaches that integrate arts learning experiences across the Arts disciplines and/or specialist teaching. There are examples in the elaborations for each discipline and examples that span across the disciplines.

In Foundation, students explore dance and learn about how they can dance. They share their dance with peers and experience dance as audiences. The starting point for learning in Dance is play and everyday movements. Students learn about dancing safely and become aware of their bodies’ movement capabilities. They explore movement possibilities using body, time, space and energy. As audiences, they observe how other dancers communicate through movement.

In Foundation, the focus is on students:

* exploring:
* dance present in their lives and communities
* ways of moving and using the body through play, and when responding to music/sounds they hear
* developing practices in:
* body awareness and fundamental movement and expressive skills
* ways to move safely
* creating:
* dance sequences and combining movements that communicate ideas or stories
* dance sequences that explore some of the elements of dance
* presenting dances they have learnt and choreographed in informal settings such as in the classroom.

### Achievement standard

By the end of Foundation, students describe experiences, observations, ideas and feelings about the dances they encounter at school, home and in the community, identifying what they enjoy and why. Students develop an understanding of ways their body can move. Students use play, imagination, experimentation and selected dance elements to create dances. Students make and share dances.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore how and why dance is important for people and communitiesVC2ADAFE01 | * exploring viewpoint questions, such as ‘What is dance?’
* identifying dance experiences in their lives, such as dances they watch or perform live, through film, animations, computer games or music videos, and dance works they encounter at school or in community settings
* sharing ideas and feelings about dances they experience or encounter with peers and teachers
* identifying social or cultural dances that have meaning for people and communities, including the works of Aboriginal and Torres Strait Islander Peoples
 |
| explore ideas for dance through purposeful playVC2ADAFE02 | * using play and movement to explore understandings they have about a story, text or image; for example, exploring questions such as ‘What is happening?’ and ‘What shapes or movements can I see?’
* using guided, purposeful play to explore how different parts of their bodies can make movements
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| use play and imagination to discover possibilities in danceVC2ADAFD01 | * asking viewpoint questions, such as ‘Why do artists make dance?’
* creating shapes, numbers or letters of the alphabet with their bodies
* imagining how their bodies would move on slippery, sharp, muddy, cold, hot and other surfaces
* responding to the emotions they experience when listening to different pieces of music using movement
* improvising to a piece of music or other sounds to form frozen or still images of different shapes
* playing games to develop safe movement vocabulary such as balance, gesture, turning, bending, stretching and jumping
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create dance that communicates an ideaVC2ADAFC01 | * creating simple phrases or dances through play and improvisation that communicate ideas
* extending single movement ideas such as a shape, balance, gesture, turn, bend, stretch or jump and creating phrases and sequences by joining movements together
* learning new movement patterns; for example, changing body part, direction or level
* inventing movements to familiar songs that communicate the idea of the song in dance
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| share their dance with audiencesVC2ADAFP01 | * asking viewpoint questions, such as ‘What is this dance about?’
* sharing their dance with the class through a performance walk; for example, walking around the space looking at a frozen image or series of movements
* commenting on features that are similar or different between different dances
* presenting a dance they have learnt and practised, aiming to stay in time or move in unison with a partner or group
* describing in words the movements they created or how the movements expressed a feeling or idea
* identifying movements such as jumps, turns, walking, sliding or twisting when viewing dances
 |

## Levels 1 and 2

### Band description

In Levels 1 and 2, learning in Dance builds on each student’s prior learning and experiences. Students continue to learn through purposeful and creative play and movement in environments designed to foster a strong sense of wellbeing, build confidence and develop their connection with and contribution to the world. Students work individually and in collaboration with peers and teachers, drawing on their imaginations, real-life experiences and stimulus materials to make dance. They are introduced to different music and characteristics of dance styles.

Students explore dance in the range of contexts they experience including at home, school and through family and community events. They have the opportunity to connect with choreographers and dancers who live and work in the community. They use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance making.

In Levels 1 and 2, the focus is on students:

* exploring:
* dance across cultures, communities and other contexts, including examples of dance choreographed and performed by Aboriginal and Torres Strait Islander Peoples
* ways of learning movement sequences and dances safely through moving and listening to music/sounds in games and play
* developing practices in:
* improvising and creating movement patterns for performance using fundamental movement skills and safe dance practices
* observing, reflecting on and responding to dance they experience, including their own dance
* creating:
* dance sequences by selecting and combining movements that communicate ideas and intentions using fundamental movement skills, the elements of dance and imagination
* work that combines dance and other art forms, such as a dance sequence for use in a dramatic retelling of a story
* presenting dances they have learnt and choreographed in informal settings such as classroom presentations.

### Achievement standard

By the end of Level 2, students identify where they experience dance. Students describe where, why and how people across cultures, communities and other contexts experience dance. Students demonstrate expressive and performance skills and the elements of dance to improvise and create dance sequences. Students present their work to audiences in informal settings.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore where, when, why and how communities and cultures make dance, including dances by Aboriginal and Torres Strait Islander PeoplesVC2ADA2E01 | * asking viewpoint questions, such as ‘Why do artists make dance?’, ‘Do I dance?’ and ‘What types of dancing do I do?’
* exploring dance across cultures, communities and other contexts through inquiry and practical investigations, such as learning dances
* experiencing examples of dance choreographed and performed by Aboriginal and Torres Strait Islander people
* exploring options for creating and extending movements, individually and then with a partner; for example, forming and changing shapes within space
* using questions to explore ways dancers consider how they can communicate an emotion or idea, how a shape can be varied or how 2 shapes can be combined
* using stimulus materials to explore ideas for dance or identifying patterns in images and recreating the ideas through movement
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop practices for creating and presenting using the elements of dance and the awareness of safe dance practicesVC2ADA2D01 | * using viewpoint questions as a prompt for developing movement possibilities, such as ‘What levels are you using in this dance and why?’, ‘How are you communicating your ideas and intentions in this dance?’, ‘Are there other body parts you can use for this movement?’, ‘What is time?’ and ‘What is space?’, to explore and discuss what each of the elements of dance means
* using improvisation to explore movement possibilities in response to a stimulus such as imagery, music or shared stories, or exploring fundamental movements safely to develop ideas for movement, for example ideas about familiar situations, objects, animals or environments
* experimenting with different ‘energies’ in a dance (for example, strong, slow, bursting, melting, bubbling, whirling, slinking or exploding) by exploring one element, such as space, then adding different energies, such as flowing, the use of tension or weight, or experimenting with differences in time such as slow motion, fast motion or repetition
* improvising movements in response to prompts such as ‘Make a long, narrow shape’, ‘Stretch the shape as wide as possible’, ‘Make your shape long, narrow and low/high’, ‘Connect your shape with the shape another person has made’ and ‘Make your combined shape move sideways/forwards/in a circle/backwards’
* developing awareness of, and taking responsibility for, their own safe dance practice; for example, being aware of self and others in the dance space, moving with care, respecting others dancing in the space, and developing an awareness of the boundaries of the dance space and what their bodies need, such as getting a drink to hydrate themselves after dance activities
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create dance works that use physical and expressive skills to communicate ideasVC2ADA2C01 | * creating a dance sequence that represents a significant weather event
* using specific music/sound choices as inspiration for a dance
* devising a dance sequence; for example, devising a starting shape and a way of moving to another place in the dance space (considering level, direction, locomotor and non-locomotor movements), and then combining their ideas with a partner or small group to extend the sequence
* using ideas from an exploration of how they maintain balance, manipulate their posture or move specific body parts, noting similarities and differences across individuals, groups or the whole class, to create a dance sequence
* using their own words and learnt dance terminology to share ideas about the dance they are creating
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| present and share dance works that communicate ideas to an audience in informal settingsVC2ADA2P01 | * using viewpoint questions to respond to dances they watch, such as ‘What did this dance make you think about?’, ‘Did the dance movements remind you of anything?’ and ‘How did the dancer communicate the ideas or intention in this dance?’
* presenting a learnt sequence of movements or performing dances they have learnt to peers and teachers
* presenting ideas to an audience through movement that may be based on a theme or idea, for example ‘heavy and light’ through stamping heavily and tip­toeing ‘lightly’, ‘frozen and melting’ or ‘robotic’
 |

## Levels 3 and 4

### Band description

In Levels 3 and 4, students make and respond to dance independently, collaboratively with peers and teachers, and as an audience for other dancers’ work.

Students extend their awareness of how the whole body can be used to communicate ideas. They explore and experiment with the elements of dance and movement categories, and extend their movement and physical skills.

Students experience dance from a range of cultures, times, places and other contexts, and explore how these dances use the elements of dance and expressive skills to communicate ideas and tell stories. They also explore the social and cultural contexts of dances they create, perform and view, including works by Aboriginal and Torres Strait Islander Peoples. They connect with choreographers and performers who live and work in the community, for example by experiencing live or virtual performances. They use stimulus materials, such as images, events, texts, questions and observations, as inspiration for their own dance making.

In Levels 3 and 4, the focus is on students:

* exploring:
* works and experiences that showcase where, why and how dance is choreographed and performed across cultures, times, places and other contexts; for example, participating in dance events or learning dances choreographed for a specific purpose
* examples of dance choreographed and performed by Aboriginal and Torres Strait Islander people that communicate connection to and responsibility for Country and Place
* developing practices:
* by building skills in choreographic processes, fundamental movement skills, the elements of dance and movement vocabulary using safe dance practice
* such as observing, reflecting on and responding to dances they experience, including their own dances
* creating dances by selecting and combining movements and structuring dance sequences that communicate ideas and intentions using fundamental movement skills and the elements of dance, drawing on a range of stimulus materials such as texts, poems, songs, soundscapes and images
* presenting dances they have learnt and choreographed in informal settings, such as spaces within the school.

### Achievement standard

By the end of Level 4, students identify and describe how they use movement to create and/or make dances. Students recall and describe where, when, why and how dance is created and presented across cultures, times, places and other contexts including the work of Aboriginal and Torres Strait Islander Peoples. Students experiment with the elements of dance when devising dances or learning dances by other artists. They apply safe dance practices, and use the elements of dance and a range of movements to communicate ideas, perspectives and meanings. Students present and share their dance work in informal and formal settings to different audiences.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore where, when, why and how dance is created and performed across cultures, times, places and other contexts VC2ADA4E01 | * using questions to explore forms and elements of dances they view and make, for example how shapes are combined and varied in the dances including how dances from the past have been created
* using the elements of dance to consider contrast and repetition to explore and generate new movement ideas in response to stimuli; for example, using repetition to show emphasis
* exploring known movements to find alternative ways of performing them, for example same action/different level or same action/different body part
* completing structured improvisations using choreographic devices such as unison, contrast and repetition
 |
| explore the work of dance makers across cultures, communities and contexts including Aboriginal and Torres Strait Islander Peoples and their connection to and responsibility for Country and PlaceVC2ADA4E02 | * exploring specific cultural dances in collaboration with cultural leaders or cultural dancers
* exploring how Aboriginal and Torres Strait Islander Peoples use dance to express connection to and responsibility for Country and Place, culture and people, such as communicating knowledge about the local seasons
* observing how the elements of dance are used in dances choreographed and performed by Aboriginal and Torres Strait Islander people to communicate connection to and responsibility for Country and Place, for example in a dance about wind, water or fire
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop their practice by using the elements of dance, physical skills and safe dance practices to explore ideas and convey intended meaningVC2ADA4D01 | * creating short dances that communicate ideas and feelings based on responses to stimuli, such as found objects, or to accompany a song they are singing
* practising combinations of fundamental locomotor and non-locomotor movements; for example, running and sliding, bending and stretching, or walking and stretching
* developing body awareness and physical skills; for example, developing an understanding of any or all of flexibility, alignment, control, coordination, strength, transference of weight and balance
* refining their movement choices in response to teacher or peer feedback
* using contrast and repetition as choreographic devices to explore and create new movement in response to stimuli, such as stories, memories or the environment
* developing the habit of always using safe dance practice; for example, warming up their bodies before executing more complex movement patterns, cooling down afterwards or removing socks if the floor surface is slippery
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| improvise and devise using a range of dance movements and structures to communicate ideas, perspectives and meaning VC2ADA4C01 | * using viewpoint questions when refining dance works for performance to an audience, such as ‘Is there a story in this dance?’, ‘How are dancers grouped or arranged to communicate ideas in their dance?’ and ‘Who is the artist in this dance?’
* using production elements such as costume and props to communicate ideas and feelings in a dance
* using their focus to communicate dance ideas to an audience; for example, looking out and up to the ceiling, following their hand with their eyes, directing a movement towards a corner or towards an audience, or extending movements to express happiness
* using the elements of dance to communicate ideas clearly; for example, using different body shapes to represent water flowing at different speeds
* using a specific piece of music or soundscape to create a dance, improvising, then selecting movements to place in a sequence that responds to the selected music/sound
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| present and share dance works they have learnt or created to an audience in formal and informal settingsVC2ADA4P01 | * using viewpoint questions to inquire into the performances of dance from different times and places, such as ‘What clues in the dance tell you where it was made, by whom and why?’ or ‘Can you dance your journey from school to home?’
* developing understanding of what it means to be an audience and providing constructive feedback to peers
* sharing with a partner or others the meaning and intended purposes of their own dance, for example in a class debrief discussion after a performance, using their own words, images and some learnt dance terminology
* presenting a learnt dance to their own or another class group, or at an assembly or other school event
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, students make and respond to dance independently and collaboratively with their peers, teachers and communities. Students further develop their awareness of the body, control and accuracy of body actions and movement categories and understanding of safe dance practice. They extend their ability to manipulate the elements of dance and use compositional devices to create more complex movements.

Students continue to use stimulus materials such as images, events, texts, questions and observations as inspiration for their own dance. These experiences support students to develop aesthetic knowledge across cognitive, sensory, emotive and physical domains and to value artworks and practices from many cultures, including those of Aboriginal and Torres Strait Islander Peoples.

As they create and respond to dance as artists and audiences, students develop their awareness of how dance can communicate ideas about the past, present and future, different environments and cultural contexts.

In Levels 5 and 6, the focus is on students:

* exploring:
* dance from many cultures, times, places and other contexts that shows how the elements of dance can be used to communicate ideas, perspectives and meaning
* dance that showcases Aboriginal and Torres Strait Islander Peoples’ dance practices and the role of dance within culture
* production elements and how they can enhance dance works
* developing practices:
* such as creative practices for choreography and performance using safe dance practice, fundamental movement skills, the elements of dance, choreographic processes, spatial production, imagination and processes such as improvisation that allow them to extend and refine their movement capabilities
* such as an understanding of rehearsal process, including practising, remembering and refining their movement and interpretation
* in observing, reflecting on and responding to dance they experience, including their own dance
* creating:
* ideas and structuring movements to create dances that communicate their intentions as choreographers
* dances that combine dance and another art form
* dances as individuals, in pairs or in groups, drawing on different stimuli as inspiration
* presenting dance works they have learned and created in informal and formal settings including to peers, a class or other audiences.

### Achievement standard

By the end of Level 6, students explore the elements of dance, dance movement and structures, and explain how they are used in creating and learning dances. Students describe how dance is created and presented across different cultures and contexts to communicate ideas, perspectives and meaning. They identify how dance is used to continue and revitalise cultures, including the works of Aboriginal and Torres Strait Islander Peoples. Students document their ideas and understanding of how the elements of dance are used to create dances. They work individually and collaboratively to create dance works, using the elements of dance, choreographic processes and safe dance practice. They present their dance works in informal and formal settings, identifying different audiences.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore ways movement and dance can be used to communicate ideas, perspectives and meaning, drawing on dance works from a range of contexts including from Aboriginal and Torres Strait Islander artists VC2ADA6E01 | * exploring how dances they experience use the elements of dance and choreographic devices such as repetition, unison or contrast
* exploring the characteristics of culturally specific dance from a country or region in Asia, or dance on screen
* seeking feedback about how ideas in a dance were understood by the audience; for example, checking how the audience interpreted movements such as stop and start, percussive qualities, or arm and upper body movements intended to express a key theme, the passage of time or the actions of an object
* discussing the purpose of movements, elements of dance, production elements, and physical and expressive skills, such as use of focus, and how these affect the mood of the audience and the relationship between dancers and the audience
* experimenting with how they can use production elements such as props, music or costume in their dances
 |
| explore ways Aboriginal and Torres Strait Islander Peoples use dance to continue and revitalise culturesVC2ADA6E02 | * exploring resources created or co-created by Aboriginal and Torres Strait Islander Peoples to consider how and why dance is critical for sharing culture
* exploring how Aboriginal and Torres Strait Islander Peoples’ dance may communicate knowledge about weather events or knowledge of sustainable practices for caring for land, sea, sky and waterways
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop dances using the elements of dance and choreographic processes to communicate ideas and meaning while applying safe dance practicesVC2ADA6D01 | * improvising new movements to communicate ideas in response to stimulus materials; for example, exploring how they can use different body parts, zones, bases and elements of dance to communicate/represent ideas about overcrowded cities, such as groups of dancers in close proximity to each other
* learning a dance from another culture that has been explored and discussed, working with a community member or practising artist
* using physical and expressive skills to refine their execution of movements such as galloping, jumping, sliding, rolling, slithering, spinning, shrinking, exploding or collapsing
* expanding their movement vocabulary by watching dance either live or in a digital format and discussing the new movements they saw
* exploring an element of dance; for example, experimenting with shapes the body can make, considering ideas such as positive and negative spaces between shapes and use of contrasting shapes, or selecting a specific piece of music or soundscape to develop ideas for a dance
* developing the habit of always using safe dance practice; for example, warming up their bodies before executing more complex movement patterns in dance sequences and cooling/calming down afterwards or removing socks if the floor surface is slippery
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create movement sequences that manipulate the elements of dance and use choreographic processes, physical skill and safe dance practices to tell stories and express ideasVC2ADA6C01 | * using viewpoints to frame questions when reflecting on the development of their dance, such as ‘How is the movement of the body used to represent a story, character or idea?’ and ‘How can we use space to communicate meaning in this dance?’
* using the elements of dance and their own movement vocabulary to create a character
* brainstorming ideas with a partner for developing a narrative dance, such as retelling a story they know and combining ideas from the story to structure the dance
* using a stimulus such as an image, a poem, a headline or a song to create movement possibilities, for example different ways to jump and land, roll and stand or spiral down to the ground, use particular gestures, reach, fold, be expansive and bold or be intimate and quiet
* creating a dance that focuses on the use of physical and expressive skills, such as control, coordination and balance
* creating a dance that explores a theme or an issue, such as sustainable ways of living or the environment
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| rehearse and present dances using the elements of dance, choreographic processes and physical skills to engage with and construct meaning for an audienceVC2ADA6P01 | * using viewpoints to frame questions about forms and elements to reflect on their performance, such as ‘How did the dancers/you use space and energy to create a feeling of strength/isolation/happiness?’, ‘What relationship are you aiming to create between the dancers and the audience?’, ‘How does your work communicate your ideas?’ and ‘What did you learn about dance by presenting this work?’
* rehearsing and presenting a range of learnt dances or dances they have choreographed to demonstrate an awareness of how they are working within their body capabilities and applying technical and expressive skills
* using specific physical and expressive skills in their performance to communicate ideas, perspectives and meaning to an audience; for example, creating tension through using a series of slow, controlled movements performed with neutral (blank) facial expressions
* presenting dances using production elements such as music, costumes and props where appropriate to enhance different contexts
 |

## Levels 7 and 8

### Band description

In Levels 7 and 8, learning in Dance builds on each student’s prior learning and experiences. Students learn in and through the 4 strands to extend their knowledge of choreographic processes, the elements of dance, and performance and expressive skills as well as performing and exploring. They use dance and choreographic processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and audiences. They work individually and in collaboration with peers and teachers.

As artists and audiences, students learn about dances from a range of cultures, times and places. They learn about style and choreographic intent and how dance communicates story and context. As they make and respond to dance, students analyse and evaluate choreographers’ intentions and the physical and expressive skills in dances they view and perform. Students explore dance specific to contemporary and historical styles, and dance from differing contexts such as dance in countries or regions of Asia, and the works of Aboriginal and Torres Strait Islander Peoples. They take opportunities to engage with living performers and choreographers, and expand their awareness of the diversity of dance practices and dance styles.

In Levels 7 and 8, the focus is on students:

* exploring:
* the elements of dance, physical, performance and expressive skills, and choreographic processes employed in a range of dance works by performers and choreographers, and dance practices across cultures and contexts
* a range of music/sounds to accompany dance
* production elements and how they can be used to enhance dance works
* the choreographic work of Aboriginal and Torres Strait Islander Peoples with respect to and consideration for Indigenous Cultural and Intellectual Property (ICIP) rights
* developing practices:
* to build and refine physical and expressive skills and their own movement vocabulary using safe dance practices
* to manipulate the elements of dance to create new dances and recreate existing dances
* such as analytical skills in order to respond to their own and others’ dance works and use the language of movement and dance terminology
* such as an understanding of rehearsal processes, including practising, remembering and refining their movement and interpretation
* creating:
* dance works to communicate ideas/intentions using the elements of dance and choreographic devices, and referencing different styles and their accompanying conventions and techniques, incorporating production elements such as costume, props, set, lighting and sound
* dance works that respond to their own interests and experiences
* presenting and performing their dance works in informal and formal settings including to peers, a class or other audiences in the community or beyond.

### Achievement standard

By the end of Level 8, students analyse how the elements of dance and production elements are manipulated to create dance works. Students describe ways dance works from a range of styles and across cultures, times, places and other contexts communicate ideas, perspectives and meaning, including the works of Aboriginal and Torres Strait Islander Peoples. They identify and describe how and why respectful approaches are used in creating, recreating and responding to dance works. Students select, apply and demonstrate an understanding of styles and techniques in dance. Students document and reflect on their dance practice using dance terminology. Students manipulate the elements of dance, drawing on safe dance practices to create works that communicate ideas, viewpoints and meaning. They plan, rehearse and present their dance works to a range of audiences in both formal and informal settings.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate ways the elements of dance and the conventions of dance styles are used to communicate ideas, perspectives and meaning in dances created and performed across contexts and culturesVC2ADA8E01 | * using viewpoint questions, such as ‘What was the choreographer’s intention for this dance?’ and ‘What ideas did you think the dance expressed?’, to explore a range of contexts for dance
* exploring the development of dance styles in different artistic, social, environmental, historical or cultural contexts; for example, identifying the distinguishing stylistic features of hip-hop, jazz, ballet or Indian classical dance and considering how these can inform their own choreography
* comparing the use of one or more elements of dance from a range of styles
* investigating the development of dance styles in different artistic, social, environmental, historical or cultural contexts; for example, identifying the distinguishing stylistic features of dances in a range of styles or from a range of times or places, and considering how these can inform their choreography
* investigating how digital tools are influencing choreography, performance or the use of production elements
 |
| explore the diversity of dances created and/or performed by Aboriginal and Torres Strait Islander artists and consider culturally responsive approaches to Indigenous Cultural and Intellectual Property rights VC2ADA8E02 | * using viewpoint questions, such as ‘How does understanding of culture or community help to understand a dance work?’, ‘What do I know about the cultural context for this dance?’, ‘What do I want to know?’ and ‘What do I need to know?’
* using and annotating a map of Aboriginal and Torres Strait Islander Peoples’ language groups to identify where choreographers and performers are working and making dance
* working with a community Elder to learn about what dances have been made in their local area
* investigating information about Indigenous Cultural and Intellectual Property rights to help dance practitioners understand how to make ethical choices when referencing or drawing on Aboriginal and Torres Strait Islander dance works
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| develop and refine the use of the elements of dance, choreographic processes, physical and expressive skills, and safe dance practicesVC2ADA8D01 | * developing physical dance skills and style-specific techniques; for example, experimenting to extend their own movement vocabulary using movements and techniques from diverse dance styles such as jazz, contemporary, ballet, tap, street dance, lyrical dance, hip-hop or cultural dance
* exploring how expressive skills can be used to communicate ideas; for example, using gesture or facial expression to communicate emotions in dance
* selecting and extending physical skills such as control, coordination, balance, flexibility, strength, endurance and articulation when moving
* using choreographic processes such as improvisation and selection of movements to develop dance works
* developing the habit of always using safe dance practice; for example, warming up their bodies before executing more complex movement patterns in dance sequences and cooling down afterwards, removing socks if the floor surface is slippery and being aware of space and proximity
 |
| reflect on, analyse and document their own and others’ dance works to inform decisions they make in relation to choreographic choicesVC2ADA8D02 | * reflecting on how they have used or extended their movement vocabulary within a particular dance, asking questions such as ‘What new movements have I used?’, ‘Why have I used them?’ and ‘What meaning do these new movements have?’
* watching dance works by professional dancers (either live or as a digital recording) and analysing aspects of the work
* documenting and analysing influences on their own choreography through written, pictorial or digital journals, using movement and dance terminology
* analysing a dance they or someone else created, focusing on how the elements of dance, performance and expressive skills, and choreographic processes were used
* reflecting on feedback from peers who have observed a workshop or a rehearsal of their work and considering how they could incorporate that feedback into the development of a dance work
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply and refine physical and expressive skills to interpret style-specific dances, to devise their own dances, and to communicate ideas, perspectives and meaningVC2ADA8C01 | * creating a dance sequence that uses style-specific techniques and refining the techniques after peer feedback
* experimenting with ways to use choreographic processes, such as improvisation and refining to represent a theme, for example social relationships, a moment of conflict or the future
* creating a dance that communicates personal ideas and perspectives about a particular theme using the elements of dance and demonstrates aspects of choreographic devices
* creating a dance that responds to a selected piece of music/sound and documenting why the music/sound was selected
* analysing and evaluating a dance by documenting the process through journals, blogs, or video or audio recordings, securing permission where appropriate
 |
| apply production elements to dances to enhance meaning in danceVC2ADA8C02 | * applying production elements such as costume, make-up, set, props, lighting and sound to portray a character in a dance
* applying production elements to a newly created dance to enhance the meaning and intention
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| rehearse, refine, present and perform dances for audiences using physical and expressive skills and techniques relevant to dance stylesVC2ADA8P01 | * planning actively for rehearsals by documenting the rehearsal process in collaboration with a teacher and peers
* using rehearsal processes to practise in order to build confidence, clarity of movement and readiness to present
* using production elements such as costume, projection, soundscape, music, special effects or voice overs to share key ideas or information about the creative intention of the dance with the audience
* introducing and describing a dance to an audience, for example in a program note or voice over
* demonstrating safe dance practices throughout their presentation, including warm-up and cool-down, and awareness of space and surfaces
 |

## Levels 9 and 10

### Band description

In Levels 9 and 10, learning in Dance develops students’ capability and confidence across the dance practices including the elements of dance, physical and expressive skills, choreography, performance and critical responding. They continue to use choreographic processes in purposeful and creative ways. At these levels, students are informed by their engagement with the work of choreographers and performers from across local, regional, national and global cultures, times, places and other contexts, including the work of Aboriginal and Torres Strait Islander artists.

In Levels 9 and 10, the focus is on students:

* exploring:
* choreographers’ and performers’ use of the elements of dance, choreographic devices, selected style techniques and production elements across cultures, times, places and other contexts
* ways in which dance choreographed and performed by Aboriginal and Torres Strait Islander people celebrates and challenges multiple perspectives of Australian identity
* developing practices:
* by building and extending creative practices for performance and choreography, considering prior learning, safe dance practice, experience and interests
* by building and extending critical practices through taking opportunities to reflect on and evaluate their own work, and respond to and analyse the dance works of other choreographers applying movement language and dance terminology
* creating:
* dance to communicate ideas and intentions using the elements of dance and choreographic devices that are appropriate to the selected genre/style
* by employing physical and expressive skills to communicate ideas, perspectives and meaning in their dance work
* presenting:
* their work using physical and expressive skills that reflect specific dance techniques to communicate their ideas and intentions to audiences
* their work to specific audiences and identifying who that audience is and in what space they are presenting.

### Achievement standard

By the end of Level 10, students analyse and evaluate how the elements of dance, choreographic devices and style-specific techniques are manipulated in dance they create and present to audiences and in works they experience. They evaluate how and why choreographers across contexts and cultures present and challenge ideas and meaning through dance. They evaluate how dance is used to celebrate and challenge perspectives in relation to Australian identity, including the dances of Aboriginal and Torres Strait Islander Peoples. Students work individually and collaboratively to create dances that communicate ideas, perspectives and meaning. They document, reflect on, analyse and evaluate their own and others’ work using relevant dance terminology. They use production elements to enhance their dance making in both devised and learnt dance works. Students select and manipulate the elements of dance, style-specific techniques and choreographic devices to structure dances for audiences, adhering to safe dance practices. Students plan, rehearse, refine, present and perform dances to a range of audiences in a range of settings, both informal and formal.

### Content descriptions and elaborations

#### Strand: Exploring

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| investigate the ways performers and choreographers from across cultures, times, places and other contexts use the elements of dance, choreographic devices, style-specific techniques and production elements to represent, communicate and challenge ideas and perspectivesVC2ADA10E01 | * investigating why and how different traditions, styles and contexts affect the experience and interpretation of a dance work and taking this into account when choreographing and performing; for example, using viewpoints to explore questions such as ‘What meaning is intended by the choreographer?’, ‘What cultural traditions are represented in this dance?’ or ‘How does this work relate to my culture or my life?’
* investigating specific examples of how and why dance practitioners work collaboratively with communities, such as communities in Australia with cultural links to other countries
* investigating how and why choreographers work with communities to advocate for sustainable ways of living, social justice and recognition of people or events
* extending movement vocabulary as they explore their own stylistic preferences and personal identity; for example, using analysis of dance styles from a range of cultures they identify with or dance styles from different times to inform their choreographic practice
* analysing the use of elements of dance in different genres or styles, such as styles that feature in popular culture or from a country or region in Asia, as a stimulus for choreography or to inform the performance of a learnt work
 |
| investigate ways in which dances, including dances created and/or performed by Aboriginal and Torres Strait Islander artists, celebrate and give meaning to multiple perspectives of Australian identityVC2ADA10E02 | * asking viewpoint questions, such as ‘What are the cultural responsibilities of the artist who made this dance?’
* investigating the ways in which Aboriginal and Torres Strait Islander performers and choreographers are working respectfully and collaboratively with communities to explore local histories, cultures and identities
* investigating the ways in which Aboriginal and Torres Strait Islander choreographers and performers use their practice to communicate ideas, messages and lived experiences to the broader community
 |

#### Strand: Developing Practices

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| experiment, develop and refine the elements of dance, physical and expressive skills, and style-specific techniques to communicate meaning, adhering to safe dance practicesVC2ADA10D01 | * asking viewpoint questions, such as ‘What content am I planning on including in my dance?’, ‘What am I learning about techniques and processes when creating this dance?’, ‘Why is this dance working out successfully?’ and ‘What am I doing creatively?’
* experimenting with and refining physical and expressive dance skills in response to stimulus materials, such as a theme or narrative, and making choices in the creation of the dance
* developing and refining skills in relation to control, accuracy, strength, balance and focus while preparing a section of a dance that is devised
* developing and refining physical skills to develop proficiency in style-specific techniques such as ballet, jazz, tap, lyrical, hip-hop, contemporary and others
* developing dance works that specifically focus on the elements of dance, the use of the body, time, space and energy, and describing the use of each of these elements
* working with a peer to evaluate and document the use of safe dance practices such as warming up the body, preparing the space and considering physical skills, and asking viewpoint questions such as ‘What will I need to think about?’
 |
| reflect on, analyse, evaluate and document their own and others’ dance works to inform choices and interpretations they make as dancers, choreographers and audiencesVC2ADA10D02 | * using questions based on viewpoints to reflect on and evaluate the use of the elements of dance, such as ‘How can I use and manipulate the elements of space and energy to convey my ideas?’
* evaluating choreographic and performance choices, for example by asking questions such as ‘How successful were the dancers in conveying the choreographer’s stated intent?’ or ‘What was the impact of the performer’s choice to use gesture to communicate emotion?’
* documenting creative processes in a written, pictorial or digital journal
* using ‘analyse’ and ‘evaluate’ as command terms to assist in writing about their own or others’ work
* analysing movement choices that reflect their individuality and to clarify their choreographic intent
* analysing a seen work, either live or digital, and recording the use of the elements of dance, identifying choreographic processes, describing the intention and evaluating the effectiveness of the work for an audience
 |

#### Strand: Creating

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and choreograph dance using the elements of dance, choreographic devices and style-specific techniques to communicate ideas and convey meaning VC2ADA10C01 | * asking viewpoint questions, such as 'What am I learning about this technique or style?’, ‘How does my work communicate my original ideas?’, ‘What changed during the process?’, ‘Why did I decide to make those changes?’ and ‘How can I use and manipulate the elements of space and energy to convey my ideas?’
* using choreographic devices to create an original dance work that represents a theme such as peace, conflict, reconciliation or change
* creating a new dance work that draws on works of artists from different cultures, times and places, and adapting dance ideas to create movements that represent a synthesis of influences and present a personal meaning or perspective, using respectful dance practice
* creating movement motifs in imaginative ways to communicate their choreographic intent for an audience
* working with a group to create a new dance work where movement vocabulary is shared to represent a theme or idea
 |
| apply production elements to dance works to enhance meaning for an intended audienceVC2ADA10C02 | * using costume to define a character within a dance
* applying production elements to enhance the meaning of a created dance, for example a prop to symbolise strength
* applying specific music choices to represent the intended meaning of a dance
 |

#### Strand: Presenting

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| rehearse, refine, present and perform original dance works or learnt dance works to audiences in a range of settings, both formal and informalVC2ADA10P01 | * planning how they can use the performance space in ways that are consistent with style, mood or ideas conveyed in a dance; for example, beginning in the audience, beginning in ‘the wings’, beginning on stage or involving the audience within the presentation
* using available production elements such as music, costume and props to enhance communication of ideas, perspectives or meaning in a performance
* using rehearsal processes to refine their dances for presentation or performance to an audience
* using production elements such as projection, soundscape, music, special effects or voice overs to explain and identify the intention of a dance for an audience
* demonstrate safe dance practices throughout their presentation, including warm-up and cool-down, awareness of space and surfaces, and use of appropriate clothing and footwear
 |