

The Arts – Dance

Reception to year 10

Version 1.0



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Terminology

The South Australian Department for Education uses the term ‘Aboriginal’ to refer to people who identify as Aboriginal, Torres Strait Islander, or both Aboriginal and Torres Strait Islander. This term is preferred by Aboriginal South Australians and the department.

SA Curriculum Framework: Essential Learning summary – Dance

Why The Arts

The arts spark imagination, curiosity and wonder, enriching our lives with unique opportunities for self-expression and growth. The arts excite, confront, and make us feel something; they reflect our humanity. Through the arts, we explore perspectives of self and others, nurturing a sense of identity and belonging. The arts evoke powerful physical, emotional and intellectual responses, inspiring us to think, act and communicate creatively, as we challenge and celebrate our world.

Dispositions

Creativity	Empathy	Confidence	Self-awareness
What it is: Imagining and exploring ideas, experimenting with new possibilities, playing with alternatives and developing original expressions or solutions. Why it matters: Being creative inspires innovation, risk-taking and seeing, thinking and expressing meaning, emotion or perspective, in unique ways. Central to the arts, being creative drives originality, personal expression and connection.	What it is: Relating to and seeking to understand the feelings, experiences and perspectives of others. Why it matters: Being empathetic supports learners to explore ideas, gain insight and draw inspiration from diverse real and imagined cultures, contexts and perspectives. Creating, collaborating and sharing arts practice nurtures empathy, alongside open-mindedness, respect and a sensitive understanding of the human experience.	What it is: Believing in yourself and your abilities; trusting the choices you make on your own and with others. Why it matters: Being confident enables active participation and risk-taking in creative practice, strengthening communication skills, wellbeing, resilience and a sense of belonging. Confidence is fostered through embodied learning in the arts, learners developing self-discipline and focus, embracing challenge, showing initiative and balancing self-belief with openness to feedback and growth.	What it is: Being sensitive and responsive to your own feelings, thoughts, actions, biases and influences. Why it matters: Being self-aware supports learners to reflect on and evaluate choices, actions and reactions. Arts learners are attentive to their unique strengths, limitations and emotional responses when creating, sharing and viewing art, nurturing their sense of identity along with an understanding of their connections to, and responsibilities within, the world.

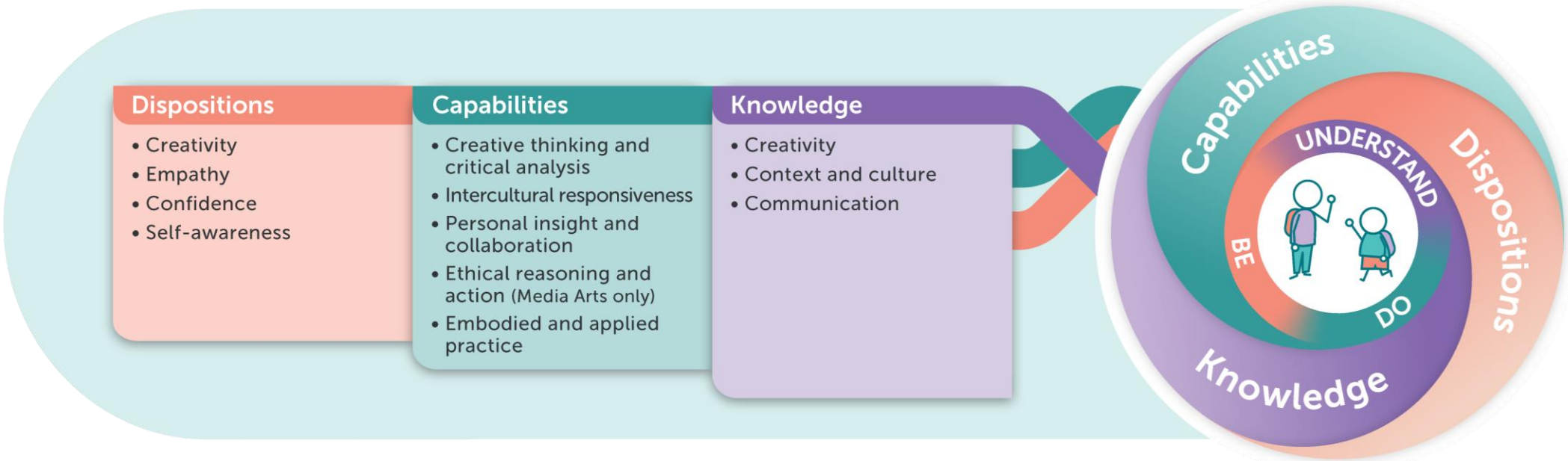
Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
What it is: Generating and experimenting with ideas in new or innovative ways, analysing, interpreting and evaluating information, considering alternatives and making informed choices using logic, inspiration, imagination and flexibility.	What it is: Engaging with diverse contexts and cultures, including one’s own, through respectful and adaptive interactions and responses. Reflecting on multiple perspectives and practices and activating behaviours and attitudes that value cultural diversity, while fostering and contributing to dynamic, interconnected communities.	What it is: Activating self-awareness and managing one’s emotions and behaviours to support personal and artistic growth and using this self-awareness to interact effectively with others and their community.	What it is: Learning, refining and applying skills, techniques and processes with understanding and intent across contexts.

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Why it matters: Experimenting, exploring and critically reflecting on ideas enriches learners’ imagination and creative expression. As learners grow as artists, they become more discerning audiences, developing artistry and emotional intelligence as they analyse, appraise and create.	Why it matters: Exploring the arts through a sociocultural lens deepens learners’ understanding of identity and diverse cultural perspectives, protocols and practices. Creating and experiencing artworks informed by and responsive to intercultural contexts fosters ethical responsibility, empathy, inclusivity and awareness of the arts locally, nationally and globally.	Why it matters: When learners consciously reflect on their strengths, values and limitations, they are able to work constructively, creatively and respectfully with others, as well as thrive independently. This boosts confidence, self-expression and a sense of belonging, supporting learners to develop their artistic identity, take creative risks and innovate.	Why it matters: Refining learner capability in an increasing range of discipline-specific arts practices supports learners to develop as artists and audiences. Over time, acquiring, reflecting on and refining physical, metacognitive and creative practices enables artistic and personal growth.

Knowledge

Creativity	Context and culture	Communication
What it is: The interplay of ideas and processes, inspired and shaped by exploration, experimentation and expression. It supports generation, connection, reinterpretation and meaning making. Why it matters: Creativity expands our knowledge and encourages us to think intuitively, contribute as innovators and communicate in multiple ways, supporting us to solve problems and become lifelong learners. Using imagination and understanding to create expressions of ideas, emotions and perspectives is integral to the arts.	What it is: The circumstances or setting in which something occurs. It includes the cultural, environmental, social, personal, historical or situational details that support understanding or interpretation and can help explain or frame an event, perspective or situation. Why it matters: Artistic expression is shaped by the context in which it is made, viewed or presented. It reflects society and identity and is integral to all cultures and times. The arts promote understanding of diverse perspectives, fostering empathy and appreciation for the role of the arts in shaping our lives and broadening our view of the world.	What it is: The exchange and sharing of meaning to express, respond to or interpret intention or purpose. Why it matters: The arts communicate meaning and shape perception. Sharing, presenting, performing, viewing and responding to artworks, and understanding the processes required to do so, supports learners to interact with and make sense of the world, offering opportunities to experience and learn from a wide range of artistic expressions, both as artists and audiences.



Dance – Reception

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - improvise with movement in response to music to generate new dance ideas - experiment with the elements of dance to explore different possibilities for communicating ideas and emotions - take safe risks with new and known dance moves to explore different movement possibilities.	This disposition may be evident when learners, for example: - consider how dances communicate stories, feelings or experiences, to understand the perspectives of different people and communities - ask questions about others’ performances to understand the ideas, feelings or experiences being communicated - listen to others’ ideas when creating a dance together to understand and incorporate different perspectives.	This disposition may be evident when learners, for example: - share ideas for dance movements with others, even when unsure how those ideas will be received - contribute their own movement idea to a shared dance, even when others are contributing different ideas - play with movement as a response to music, trusting their own movement ideas without waiting for others to show them what to do.	This disposition may be evident when learners, for example: - notice how movement makes them feel to better understand their responses to dance - notice their preferred ways of moving and what they enjoy about these experiences in dance - notice how their body feels when trying different movements and use this awareness when choosing how to move.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - using fundamental movements - creating their own movements to accompany a well-known story or artwork - experimenting with movement possibilities, including moving from high to low - exploring the movement possibilities of different body zones and body parts.	Learners develop this capability by, for example: - listening to Aboriginal people talk about the importance of dance for connecting people, culture and communities - exploring a variety of dances from a range of contexts and cultures - sharing what they notice as they experience dance from across a range of times, places or cultures.	Learners develop this capability by, for example: - engaging with peers in group movement activities, while taking turns and contributing ideas - sharing their feelings about dance - developing appropriate reactions as audience members, including active listening - respecting each other’s personal space when dancing together.	Learners develop this capability by, for example: - demonstrating locomotor and non-locomotor movements, with some body control - demonstrating spatial awareness of their environment and other students as they move in the dance space - developing audience skills with support, including applauding where appropriate, showing awareness of a range of dance genres or styles.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists use purposeful play to create artworks that express ideas in new and imaginative ways. Learners: • create arts works that communicate ideas AC9ADAF01 • use play, imagination, arts knowledge, processes or skills to discover possibilities and develop ideas. AC9ADAFD01	The arts connect people and communities. Learners: • explore how and why the arts are important for people and communities. AC9ADAFE01	Communicating through artworks develops new expressive skills. Learners: • share their arts works with audiences. AC9ADAFP01

Dance – Years 1 to 2

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - improvise with movement in response to music to generate new dance ideas - experiment with the elements of dance to explore different possibilities for communicating ideas and emotions - take safe risks with new and known dance moves to explore different movement possibilities.	This disposition may be evident when learners, for example: - consider how dances communicate stories, feelings or experiences, to understand the perspectives of different people and communities - ask questions about others’ performances to understand the ideas, feelings or experiences being communicated - listen to others’ ideas when creating a dance together to understand and incorporate different perspectives.	This disposition may be evident when learners, for example: - share ideas for dance movements with others, even when unsure how those ideas will be received - contribute their own movement idea to a shared dance, even when others are contributing different ideas - play with movement as a response to music, trusting their own movement ideas without waiting for others to show them what to do.	This disposition may be evident when learners, for example: - notice how movement makes them feel to better understand their responses to dance - notice their preferred ways of moving and what they enjoy about these experiences in dance - notice how their body feels when trying different movements and use this awareness when choosing how to move.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - experimenting with fundamental movement skills in their dance - exploring gestures and movement that express feelings - exploring movement possibilities with a dance prop - combining 2 elements of dance when developing new creative ideas.	Learners develop this capability by, for example: - exploring when, where and why Aboriginal people use dance to share knowledge about their cultures - experiencing dances from a range of communities and contexts - describing dances that they view across a range of times, places or cultures.	Learners develop this capability by, for example: - practising ways to lead and follow movement in pairs - sharing their feelings about dance they practise and perform - recording dance sequences with a digital device to demonstrate 2 different pathways and sharing the results with peers - being aware of their surroundings, ensuring the safety of themselves and others.	Learners develop this capability by, for example: - demonstrating a variety of locomotor and non-locomotor movements with increasing body control - warming up at the beginning of the dance lesson - demonstrating fundamental movements, including skipping or galloping - moving carefully and safely in the dance space - exploring several dance genres or styles.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists explore and experiment to make artworks that communicate ideas in creative ways. Learners: • use the elements of dance to choreograph dance sequences AC9ADA2C01 • experiment with ways to move safely and expressively using fundamental movement skills and the elements of dance. AC9ADA2D01	The arts give us insight into people and communities across cultures and opportunities to share personal experiences. Learners: • explore where, why and how people across cultures, communities or other contexts experience dance. AC9ADA2E01 The arts are foundational to the diverse Aboriginal cultures throughout Australia. Learners: • explore examples of dance choreographed or performed by First Nations Australians. AC9ADA2E02	Communicating through the sharing of artworks promotes interaction. Learners: • share dance sequences in informal settings. AC9ADA2P01

Dance – Years 3 to 4

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - develop movement sequences using the elements of dance to explore different choreographic possibilities - generate original movement, adapting ideas as choreography develops - transform familiar and new movement ideas into original dance phrases.	This disposition may be evident when learners, for example: - consider how different audiences might interpret dances to understand perspectives that differ from their own - notice when another dancer needs space, support or clearer movement cues and adjust their response accordingly - consider a dancer’s perspective before providing feedback to be respectful of their experience.	This disposition may be evident when learners, for example: - volunteer to lead a shared dance even when unsure how others will respond to the idea - take safe, creative risks about the way they move - trust their preparation when dancing for an audience.	This disposition may be evident when learners, for example: - recognise how dancing alone or with others influences how they participate and learn - recognise aspects of dancing that feel more or less comfortable for them and use this awareness to inform their dance practice - notice what feedback reveals about how they tend to move or position themselves and use this awareness in their dance practice.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - expanding on new and known ideas to create imaginative combinations of movement - using the elements of dance to create a movement sequence that communicates meaning - choreographing a short dance sequence with a partner in response to an image, local issue or event - exploring spatial pathways with a partner, trialling options and making alternative choices to enhance their movement sequences.	Learners develop this capability by, for example: - exploring dance that represents the responsibility and connection to Country/Place for Aboriginal people - performing dance from a range of communities or contexts and identifying key movement features of the dance - discussing dance from a range of cultures using appropriate terminology - identifying and describing features of dances they have viewed from a range of communities or contexts and using a presentation tool to share their observations.	Learners develop this capability by, for example: - collaborating with others to create a short dance sequence - using self-assessment to build on personal strengths and areas for improvement in dance - reflecting on feedback from peers to refine their dance - devising safe ways of moving with others along the same pathway, including awareness of the spaces between dancers.	Learners develop this capability by, for example: - demonstrating a combination of locomotor and non-locomotor movements in short sequences - warming up and cooling down their bodies before and after devising a dance sequence - demonstrating body control, balance and coordination when performing fundamental movement skills - experiencing a variety of dance genres or styles.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists experiment with elements to create artworks that communicate meaning. Learners: • use the elements of dance to choreograph dance that communicates ideas, perspectives or meaning AC9ADA4C01 • experiment with and practise skills for moving safely and expressively using fundamental movement skills and the elements of dance. AC9ADA4D01	Artworks are created and shared across contexts, raising awareness and respect for diversity within their communities. Learners: • explore where, why and how dance is choreographed or performed across cultures, times, places or other contexts. AC9ADA4E01 Aboriginal artworks are often influenced by artists’ intrinsic relationship to Country/Place. Learners: • explore how First Nations Australians use dance to communicate their connection to and responsibility for Country/Place. AC9ADA4E02	Communicating with an audience through performance or presentation of artworks builds confidence and awareness of others. Learners: • practise and perform dances in informal settings. AC9ADA4P01

Dance – Years 5 to 6

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • interpret ideas, emotions and experiences through expressive movement to generate different possibilities for dance • combine elements of dance and use choreographic devices in unfamiliar ways to generate new movement possibilities • visualise different movement possibilities inspired by a still image and use them to develop a movement phrase.	This disposition may be evident when learners, for example: • show support and sensitivity when responding to others’ dancing, with consideration to their experiences and perspectives • recognise when movement choices may exclude other members of a group and adjust choices to be more inclusive • look beyond their first response to understand how others may experience or interpret a dance and use this understanding when forming a critique.	This disposition may be evident when learners, for example: • take initiative in trying a movement idea during rehearsal when the outcome is uncertain • contribute an idea or decision to a group dance without relying on reassurance from others • share choreographic choices with others before perceiving them to be ready for performance.	This disposition may be evident when learners, for example: • monitor which parts of dancing feel most natural and which require more effort to inform how they approach their dance practice • recognise what helps or hinders their focus during rehearsal and use this awareness to adjust how they work • observe how their movement preferences shift with mood and how their mood can be shifted by different types of dance.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - combining the elements of dance to create innovative movement ideas and sequences - conveying emotion by using technical and expressive movement skills - recording several movement possibilities on video to view, reflect on and make final choices for a choreographed performance - identifying components, including body shapes, movement patterns and dynamics, when exploring and responding to new and known ideas through dance.	Learners develop this capability by, for example: - exploring the significance of traditional and contemporary dance in the continuance of Aboriginal cultures and communities - demonstrating dance movement from a specific culture, genre or style, as appropriate - responding respectfully as performers and audience members to dance from a range of contexts and cultures - viewing performances live or online from a range of contexts and cultures, and examining the purpose of each - describing how meaning is communicated through dance across a range of times, places or cultures.	Learners develop this capability by, for example: - collaborating to choreograph a dance sequence for a small group, pair or trio that includes repetition, unison and accumulation - reflecting on a recording of their own dancing to refine their movement skills - demonstrating safe dance techniques.	Learners develop this capability by, for example: - demonstrating body control, balance and coordination when combining and performing dance movements in sequences - applying safe dance practices in the classroom or performance space - developing technical and expressive skills to convey a variety of emotions through their dance movements - exploring a variety of improvised and learnt dances in different genres or styles.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists develop a range of skills and use elements to create artworks that communicate meaning. Learners: - manipulate the elements of dance or choreographic devices to choreograph dances that communicate ideas, perspectives or meaning AC9ADA6C01 - develop and practise technical and expressive skills using safe dance practice and the elements of dance. AC9ADA6D01	Artworks use and combine various elements to communicate meaning across contexts. Learners: - explore ways that the elements of dance are combined to communicate ideas, perspectives or meaning in dance across cultures, times, places or other contexts. AC9ADA6E01 The arts are integral to the continuance and revitalisation of Aboriginal cultures. Learners: - explore the ways that First Nations Australians use dance to continue and revitalise cultures. AC9ADA6E02	Communicating with an audience through performance or presentation of artworks develops confidence and a range of expressive skills. Learners: practise and perform dances using technical and expressive skills in informal or formal settings. AC9ADA6P01

Dance – Years 7 to 8

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: - play with speed, timing and energy to explore different possibilities within a dance sequence - invent movement phrases by exploring new possibilities with different body parts, shapes or actions - test different choreographic choices to discover how they can shape a dance sequence.	This disposition may be evident when learners, for example: - recognise stereotypes in dance and consider how they may shape different audiences' experiences or perspectives - seek to understand others' perspectives and consider how their ideas might inform a shared dance or performance while maintaining their own artistic judgement - consider personal, cultural or community experiences represented through dance and use this understanding to shape their responses.	This disposition may be evident when learners, for example: - trust restraint, stillness or simplicity as sufficient to communicate their artistic intention when appropriate - balance self-belief with responsiveness when refining dance through feedback - commit to an approach or technique in performance even when the movement feels demanding.	This disposition may be evident when learners, for example: - monitor how their focus, preparation or physical responses affect movement and performance quality - consider how their preferences and creative choices influence artistic outcomes and their growth as a dancer - recognise how feelings, nerves or focus affect their dancing and what triggers these responses.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: - experimenting with movement phrases to create abstract movement using choreographic devices - communicating ideas and meaning aligned to a specific theme or opinion through dance - describing specific sections of a performance, considering how the elements of dance, devices, production elements and dance skills have been combined to communicate meaning - manipulating a known movement phrase to create a new movement sequence	Learners develop this capability by, for example: - responding to Indigenous Cultural and Intellectual Property rights when discussing dance choreographed by an Aboriginal choreographer or dance that explores Aboriginal content - applying technical and expressive dance skills from a specific culture, genre or style, as appropriate - analysing dances from across a range of times, places or cultures, when discussing why, where and by whom the dances are or were performed	Learners develop this capability by, for example: - collaborating with others to choreograph dance, and working toward an identified shared goal throughout the choreographic process - using evaluation and rehearsal strategies to refine individual and ensemble dance performance skills - responding productively to feedback from their peers and educators - self-evaluating their performance or technical skills by using video or photographic evidence	Learners develop this capability by, for example: - practising to develop specific technical skills, explaining the links between safe dance practice, the musculoskeletal system, posture and alignment - expanding the range of technical and expressive skills they use in choreography and performance, analysing their own dance practices, including processes, technique, choreography and performance - enhancing specific technical, expressive, creative or performance skills in response to feedback

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
sharing ideas and planning choreography using online collaboration tools.	- investigating and presenting findings about the development of dance and dance styles from across a range of times, places or cultures - researching dance from across diverse times, places or cultures.	considering their own physicality as they move, working their bodies to their full extent, while recognising their own limits.	- identifying the elements of dance, structures, devices, and the technical and expressive skills used in their own work and the work of others - demonstrating genre- or style-specific characteristics of dance, including body posture, dynamics and performer attitude in dance styles.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists manipulate elements using a broad range of skills and processes to create meaning through artwork. Learners: - develop safe dance practice and use of expressive and technical skills and, as appropriate, genre- or style-specific techniques AC9ADA8D01 - apply technical and expressive skills or genre- or style-specific techniques to communicate ideas, perspectives or meaning. AC9ADA8C02 Artists are inspired by and respond to complex or unfamiliar situations and ideas and propose alternative creative options. Learners: - choreograph dance by selecting and manipulating elements of dance and choreographic devices to communicate ideas, perspectives or meaning. AC9ADA8C01	Artworks across a variety of contexts are created to communicate meaning and build respect and understanding. Learners: - investigate ways that dance works, performers or choreographers across cultures, times, places or other contexts use the elements of dance, choreographic devices or production elements to communicate ideas, perspectives or meaning. AC9ADA8E01 Cultural responsiveness and Indigenous Cultural and Intellectual Property rights must be considered when interacting with the diversity of Aboriginal artists and artworks. Learners: - investigate the diversity of dance choreographed or performed by First Nations Australians considering culturally responsive approaches to Indigenous Cultural and Intellectual Property rights. AC9ADA8E02	Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills and an appreciation of process. Learners: - rehearse and perform dance for audiences, using technical and expressive skills and, as appropriate, genre- or style-specific techniques. AC9ADA8P01 Artists develop self-discipline and expand their perspectives as they seek and respond to feedback and reflect on their own and others' artworks. Learners: - reflect on own and others' dance works or practices to inform choreographic choices and use of technical and expressive skills. AC9ADA8D02

Dance – Years 9 to 10

Essential Learning

Dispositions

Creativity	Empathy	Confidence	Self-awareness
This disposition may be evident when learners, for example: • adapt movement, choreography and production elements to explore possibilities that strengthen artistic intent • experiment with alternative choreography when clarifying their own artistic intent • draw on ideas from different dance styles or contexts to create an original, personal response.	This disposition may be evident when learners, for example: • consider another person’s feelings or perspectives when choosing how stillness, shape or gesture might represent their experience • consider how a dance represents people or groups to ensure their experiences and perspectives are treated with respect • recognise how movement communicates experiences to understand different viewpoints.	This disposition may be evident when learners, for example: • invite feedback on their technical dance skills, even when this reveals areas they are still developing • put forward a considered choreographic choice in collaborative work while remaining open to others’ perspectives • take on solo or unfamiliar dance opportunities, even when they present uncertainty or challenge.	This disposition may be evident when learners, for example: • explore how personal experiences, values and preferences influence movement and performance choices • recognise when they are becoming stuck on a challenging dance phrase and use this awareness to adjust their rehearsal strategy • recognise habitual patterns in their alignment, weight placement or posture and how these influence their movement choices.

Capabilities

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
Learners develop this capability by, for example: • experimenting with new movement possibilities using the elements of dance, choreographic structures and devices • discussing the meaning of a dance they have choreographed or viewed, while considering more than one possible interpretation • analysing and evaluating their choreography and that of others to inform and refine their own dance practice • creating new ways of moving using technical and expressive skills	Learners develop this capability by, for example: • analysing the intended meanings and representation of identity in choreography and performance by Aboriginal dancers • refining technical and expressive dance skills from a specific culture, genre or style, as appropriate • analysing the social and cultural context of a dance to consider the specific stylistic features, purpose, production elements, and the role of the audience, when applicable	Learners develop this capability by, for example: • collaborating with others to choreograph a dance, and taking personal responsibility throughout the choreographic process for one or more aspects of a shared goal • self-correcting independently specific technical and performance skills • evaluating and responding to positive and critical feedback to improve their practice • sharing considered criteria-based feedback on choreography and the performance of work by others	Learners develop this capability by, for example: • acquiring and refining new technical movement skills • performing movement in a way that prevents injury, and applying knowledge of the structure and functions of the musculoskeletal system • refining the technical and expressive skills they use in performance and choreography • evaluating the processes they and others have used to create, select and arrange a series of movements

Creative thinking and critical analysis	Intercultural responsiveness	Personal insight and collaboration	Embodied and applied practice
manipulating recordings of movement sequences to create new choreography in real or recorded time using digital augmentation tools.	- evaluating the findings of an investigation into the role of dance in communicating opinion or cultural, social, political or environmental information - comparing the use of the elements of dance in 2 or more dance styles, including those from across a range of times, places or cultures - co-choreographing with groups of learners from across multiple places or cultures, while using online communication tools to collaborate.	- demonstrating personal expression as a choreographer or performer - documenting their progress and creative process by including evaluation strategies and feedback gathered through individual reflective multimedia recordings - applying safe dance practices individually, when developing choreography and rehearsing and performing with groups.	- adapting technical, collaborative or expressive practices to proficiently align with the artistic intentions when responding to feedback from peers, educators or audiences - demonstrating expressive skills to communicate a specific choreographic intent and the choreographic work of others - refining genre- or style-specific characteristics in the technical and expressive skills learners practice or perform.

Knowledge

Creativity	Context and culture	Communication
Conceptual understandings and supporting content descriptions		
Artists plan, evaluate and refine their arts practice to enhance the aesthetic and meaning of the artwork they create. Learners: - apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaning AC9ADA10C02 - develop and refine safe dance practice, expressive and technical skills and genre- or style-specific techniques. AC9ADA10D01 Artists are inspired by and respond to, complex ideas in innovative ways, evaluate alternatives, and modify processes in changing circumstances. Learners: - choreograph dance that communicates ideas, perspectives or meaning by selecting and manipulating elements of dance, choreographic devices or structure. AC9ADA10C01	Artworks across contexts are created to communicate, affirm and challenge ideas, developing respect and ethical responsibility. Learners: - investigate performers' or choreographers' use of elements of dance, choreographic devices, genre- or style-specific techniques, conventions or production elements to communicate or challenge ideas, perspectives or meaning in dance across cultures, times, places or other contexts. AC9ADA10E01 Aboriginal artists often represent, celebrate or challenge Australian identity through their artworks. Learners: - investigate the ways First Nations Australian choreographers or performers celebrate and challenge multiple perspectives of Australian identity through dance. AC9ADA10E02	Communicating with an audience through performance or presentation of artworks develops confidence, a broad range of expressive skills, use of process and the ability to respond to alternative perspectives. Learners: - rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques. AC9ADA10P01 Artists develop and refine their practice, informed by feedback and reflection on their own and others' artworks. Learners: - reflect on own and others' use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques or technical and expressive skills to inform their choreographic or performance choices. AC9ADA10D02