

## C2C for Dance

### How is the Australian Curriculum: The Arts – Dance structured?

The Australian Curriculum: The Arts – Dance is written for students in Kindergarten – 10. Content descriptions and achievement standards have been developed for the following bands:

- Kindergarten-2
- Years 3-4
- Years 5-6
- Years 7-8
- Years 9-10.

Learning in Dance involves students exploring elements, skills and processes through the integrated practices of choreography, performance and appreciation. The body is the instrument of expression and uses combinations of the elements of dance (space, time, dynamics and relationships) to communicate and express meaning through expressive and purposeful movement. Dance practice integrates Making -Choreographing, Making - Performing (Making) and Responding (appreciating).

In **Choreographing**, students draw on their developing movement vocabulary as they engage in the creative process of making dance. As they explore and shape their ideas they will be involved in processes such as improvising, exploring, selecting, creating and structuring movement to communicate their intentions.

**Performing** includes students acquiring skills by practising, rehearsing, refining and applying physical and expressive techniques.

In **Appreciating**, students describe, explain, evaluate and critically analyse their own dances and other dances viewed.

### What C2C materials have been developed to support implementation of Dance?

C2C materials for Dance:

- Band plans for Kindergarten- 10, written using the following bands:

- Unit plans
- assessment materials - tasks, model responses, Guides to making judgments (GTMJs) and implementing the assessment advice
- Topic overviews
- Topic outlines and linked resources
- mapping documents
- Dance essentials
- Dance literacy and numeracy essentials.

### What are the features of the C2C Topic overview for Dance?

The C2C Topic overview foregrounds topics and their key ideas to organise teaching, learning and assessment in each unit while maintaining maximum flexibility for schools to decide when and how to teach and assess. A Topic overview features:

- the name of the unit and an introductory statement
- topics within the unit including assessment, connections between learning and assessment, topics within the unit including assessment, connections between learning and assessment and topics related to making and responding in Dance
- subject specific advice on designing a sequence of teaching and learning
- a topic map organised according to topics and key ideas.

### What are the features of the C2C Topic outlines for Dance?

Topic outlines expand on the information in the Topic overview. Topic outlines include:

- topics and their key ideas
- learning opportunities
- teacher resources
- student resources
- helpful information.

Identified learning opportunities build towards

assessment by foregrounding content, including concepts and a range of subject specific skills.

## **How are students assessed in Dance?**

Each C2C - Dance unit contains summative assessment tasks that allow for judgments to be made using the achievement standard. They focus on the Topics: Making - choreographing, Making - Performing, and Responding.

Model responses are provided for each C2C Dance unit, with annotations that point out the qualities of the Guide to making judgments.

## **Where can I access C2C materials for Dance?**

C2C materials for Dance will be available via Scootle on the Digital Backpack. It is recommended that all resources are accessed via the Unit Plan links.

## **How can schools implement Dance?**

It is a school-based decision when and how Dance will be taught.

## **What support is available for teachers to teach Dance?**

Teachers can access the Arts curriculum on the Australian Curriculum website at:

<http://www.australiancurriculum.edu.au/the-arts/introduction>

Teachers can access the Dance curriculum on the Australian Curriculum website at:

<http://www.australiancurriculum.edu.au/the-arts/dance/curriculum/f-10?layout=1>