



DANCE

ATAR course

Year 12 syllabus – What’s changing: General capabilities

For teaching in 2027

Acknowledgement of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

As part of the Western Australian Certificate of Education (WACE) Refreshment to investigate the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA), the Authority has updated the statements about the general capabilities in each syllabus.

The Authority has mapped the general capabilities through the unit content and assessment types for each of the WACE courses. Students will have the opportunity to develop the general capabilities identified in the course through the teaching, learning and assessment programs. These general capabilities will be reflected on the WASSA.

Important information

WACE Refreshment: Investigating the assessment and reporting of the general capabilities on the Western Australian Statement of Student Achievement (WASSA)

This document contains information that will be included in the syllabus effective from 1 January 2027.

Users of the syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the Authority on a cyclical basis, typically every five years.

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Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will support students to live and work successfully now and into the future. Teachers should find opportunities to incorporate the following capabilities into the teaching and learning program for the Dance ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Critical and creative thinking

Dance fosters creativity and problem-solving as students explore and manipulate movement ideas. In Choreography, students experiment with the elements of dance (body, dynamics, space and time – BDST) to generate and refine original works. They evaluate choreographic choices through peer feedback and rehearsal processes. Students analyse the evolution of dance genres and critique the artistic and technical aspects of professional performances, developing their critical thinking through their ability to interpret and reflect on complex movement ideas.

Ethical understanding

Ethical understanding is integral to dance practice, particularly in the exploration of culturally significant movement forms and sensitive themes. Students examine ethical considerations surrounding representation and appropriation in dance, particularly when engaging with Aboriginal and Torres Strait Islander Peoples and international dance traditions. They also explore issues of artistic integrity and copyright when creating and presenting original choreography.

Intercultural understanding

Dance is a global art form that enables students to engage with diverse cultural expressions. In Prescribed genres, students study dance forms from various traditions, gaining an appreciation for their historical and social contexts. Through case studies, students investigate choreographers who integrate intercultural influences, fostering respect and open-mindedness towards different artistic and cultural perspectives. Additionally, the study of dance in context highlights how movement reflects and shapes cultural identities and narratives.

Literacy

Dance relies on multiple literacies – oral, visual, kinetic and text-based – which are fundamental to learning, communicating, creating and responding. Students develop literacy skills in the course as they describe, analyse and document their dance practice and that of others. Students critically examine a choreographer or company, using appropriate dance terminology to describe movement choices, choreographic intent and design concepts. They also develop structured analyses of dance works, using precise language and technical vocabulary.

Numeracy

Creating dance works requires an understanding of spatial and temporal measurement to manipulate space, time and form effectively. Students develop an appreciation for numerical concepts such as size, scale, proportion, depth and pattern. They structure movement sequences using mathematical patterns, such as canon and repetition. Additionally, students apply rhythmic analysis when measuring dance phrases across different metres and tempos, enhancing their spatial awareness during performance.

Personal and social capability

Students develop confidence, resilience and interpersonal skills through individual and collaborative dance experiences. The Performance component requires students to work effectively in ensembles, demonstrating leadership, communication, and respect for diverse perspectives. The rehearsal process promotes self-discipline, adaptability and goal-setting as they refine their technique and performance qualities. Students also develop skills in teamwork and negotiation through choreographic projects.

Addressing the other general capabilities

Although the following general capabilities have not been identified as a focus in the Dance ATAR Year 12 syllabus, teachers may find opportunities to incorporate these capabilities into the teaching and learning program.

- Digital literacy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the general capabilities in the Dance ATAR course

A representation of the general capabilities for the two years is summarised in the table below.

Year	Course	Course type	General capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Dance (AEDAN)	ATAR	✓		✓	✓	✓	✓	✓
Year 12	Dance (ATDAN)	ATAR	✓		✓	✓	✓	✓	✓

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability