



DANCE

General 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 General course. The general capabilities are not assessed unless they are identified within the specified unit content.

Critical and creative thinking

Students develop problem-solving skills through movement improvisation, creative expression by linking movement to concepts, and analytical skills through reflective evaluation. The course encourages risk-taking, curiosity and creative expression, and students develop critical and creative thinking skills as they pose questions, explore ideas, consider possibilities, and make choices.

Ethical understanding

Students develop their ethical understanding by exploring dance and its purpose across cultures and contexts, building respect and sensitivity. Their artistic integrity grows through authentic interpretation of choreographic intent, while their responsible practice develops through safe participation guidelines and understanding of basic nutrition. These experiences foster students' ethical decision-making in creating and evaluating dance works.

Intercultural understanding

Students explore diverse cultural dance contexts, studying ritualistic, artistic and social functions across cultures. They develop global perspectives as they examine how cultural contexts influence dance forms. This understanding encourages open-mindedness toward different perspectives and appreciation for the cultural diversity in dance.

Literacy

Students develop multiple literacies and build oral literacy through dance terminology, visual literacy via movement exploration, text-based literacy through critical response using specialised vocabulary, and digital literacy by engaging with production technologies. These practices develop students' literacy skills, helping them to express emotions, communicate with others and express analysis and critique.

Numeracy

Dance creation involves numerical concepts as students manipulate space, time and form. Students develop measurement skills when using dance elements (body, energy, space and time – BEST), pattern recognition through choreographic devices like canon and unison, and proportional thinking via symmetrical shapes and alignment principles. These understandings enhance their awareness of and appreciation for spatial relationships within compositions.

Personal and social capability

The course promotes self-discipline through safe technique, goal-setting by developing genre-specific skills, and collaboration through effective rehearsal practices and theatre etiquette. These capabilities help students communicate effectively, work collaboratively, make group decisions and demonstrate leadership.

Addressing the other general capabilities

Although the following general capabilities have not been identified as a focus in the Dance General 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 General course across

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 (GEDAN)	General	✓		✓	✓	✓	✓	✓
Year 12	Dance (GTDAN)	General	✓		✓	✓	✓	✓	✓

Key

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